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ATHLETIC JOURNAL

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September, 1938



The Notre Dame System
in High School
Raleigh Holt

The Spread Formation in
Six-Man Football
Kurt W. Lenter

Defensive and Offensive For-
mations in Six-Man Football
A. W. Larson

Comments on the 1938 Basket-
ball Rules Changes
Clifford Wells

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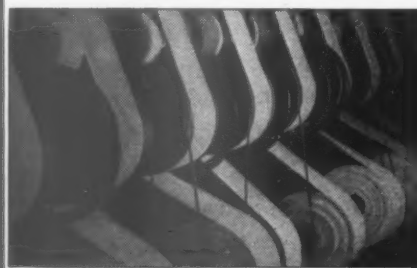
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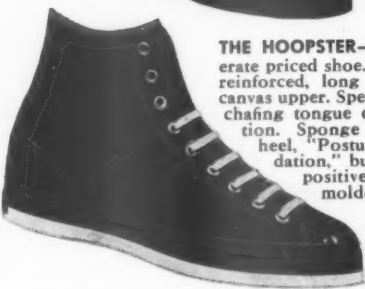
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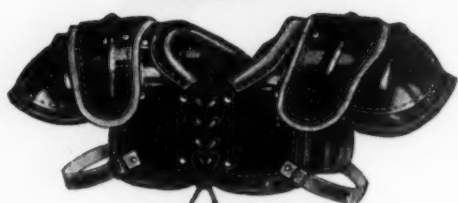
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Snow Covers the Field in the 1937 Notre Dame-Navy Game

The Notre Dame System in High School

By Raleigh Holt

High School, Trinidad, Colorado

THIS article is an attempt to refute statements that the Notre Dame system is too complicated to teach to high school boys.

A few years ago, I was informed at a coaching school that it was impossible to teach the system successfully in high school, because boys of that age could not learn to execute the shift properly and could not master the timing and individual blocking assignments, so necessary in this system.

I have been teaching the system for the past ten years. Last year I installed it in a school that had been using the unbalanced line with single and double wing-back formations. At the end of six weeks, the team was shifting as well as any team I had ever coached. My experience has proved to me that high school boys learn the shift quickly. It appeals to their sense of rhythm and they like it.

The best time to teach the shift, fundamentals of timing and blocking assignments is in spring practice. Our spring

practice is limited to three weeks by the state athletic board of control. In this limited time, however, much may be accomplished by group work.

Group Work for Teaching Fundamentals

The squad is divided into small groups and an assistant coach is assigned to each group. The centers work together and spend 60 per cent of their time on passing; 10 per cent on pass defense; 10 per cent on line defense; 20 per cent on offensive blocking and charging. The guards spend 50 per cent of their time on pulling out of the line and blocking; 20 per cent on offensive line blocking and charging; 20 per cent on line defensive play; 10 per cent on blocking for pass and punt. The tackles spend 60 per cent of their time on defense against an end and wing-back; 25 per cent of their time on offensive blocking and charging; 15 per cent on blocking for pass and punt. The backs

spend 60 per cent of their time on running interference and blocking; 40 per cent on pass defense. The punters spend 60 per cent of their time in work on punting against opposition, and the remainder of the time on running interference and pass defense. The safety spends 60 per cent of the time on catching punts, and 40 per cent of the time on running interference, on blocking and on pass defense. The ends spend 60 per cent of their time on boxing the defensive tackle; 20 per cent on defense against backfield interference; 10 per cent down under punts; 10 per cent on offensive line charge.

The reader will notice that a great amount of time is set aside for blocking, tackling, speed work, deception, and timing in plays. The Notre Dame system stresses these fundamentals. What good system doesn't? The system further stresses a need for fairly large-sized ends who are fast and capable of carrying out their blocking assignments. It has been my experience that the ends can be

taught how to block the defensive tackle alone. I realize that this statement will be challenged, but I will attempt to explain the method that we use later on in the article. The system calls for guards who are fast and good blockers. Their principal duty is offensive blocking, and they must be as fast as the backs, or even faster in order to get out ahead of the ball-carrier. The best blockers on the team should be the fullback and quarter-back.

The reader will notice that much time is allotted to the ends in their work on offense against the defensive tackles. This is because of their individual assignments. Considerable time also is spent in their work on the shift as this is a great help to them in carrying out their blocking assignments. One important factor in the success of the system is the ability of these ends to handle their offensive duties. If they have been taught properly, and are able to carry out their assignments successfully, then it will be possible to place one more interferer into the offense, thereby increasing the chances of success of the play. This will enable five blockers to get out ahead of the ball-carrier in many plays. Many other systems put two offensive blockers on the defensive tackle.

A typical Notre Dame play will illustrate the assignments just mentioned.

The right end blocks the defensive left tackle. The right tackle blocks the defensive left guard. The right guard pulls out and blocks the backer-up. The center blocks the right backer-up. The left guard blocks the defensive right guard. The left tackle blocks the safety. The left end blocks the defensive right half. Back 2 blocks the defensive left end out. Back 1 blocks the defensive left half. Back 4 leads the interference. Back 3 takes a step or two forward, then swings out around and behind 4. The first two steps of the ball-carrier help to set up the defensive left tackle and end for the blocking of the offensive team.

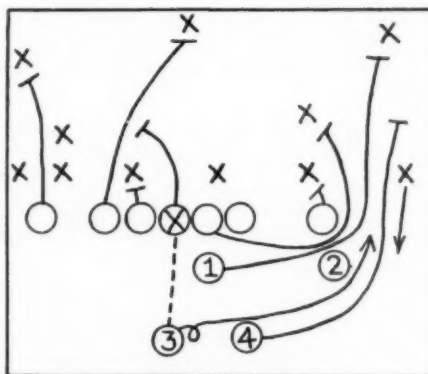
A great amount of time is spent in teaching the ends four offensive blocks, the shoulder block, the side-step and shoulder block, the cross-over side-step and shoulder block, and the pivot block. These are the blocks that the ends are called upon

to execute in most games. The stance is important.

The Shoulder Charge

We teach the three-point stance for offense. The outside foot is slightly back of the other foot. The hand, on the same side of the body as the outside foot, is placed on the ground with not too much weight on it. The other hand is on the knee of the other leg. The feet are well spread. The head is up. The back is straight. The eyes are on the spot, halfway between the opponent's knee and hip, where the offensive player intends to hit in his charge. The tail is down low. This

LAST year there appeared in this publication an interesting article which set forth reasons why the Notre Dame system was not practicable for high school teams. The article created just what the editor had hoped the publication might accomplish—a desire on the part of coaches to present their views when they differ from those of other coaches. Raleigh Holt, who has successfully taught the Notre Dame system to high school boys for ten years, explains in this article his method of instruction and expresses a belief that high school boys may be taught the system and like to play it.



A Typical Notre Dame Play

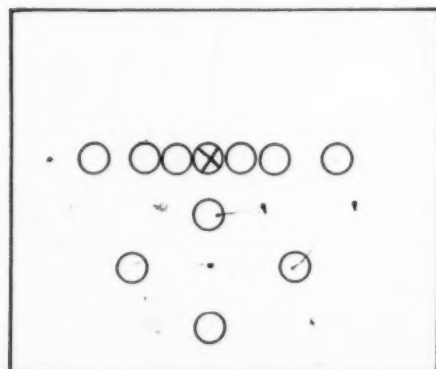
charge is used when the defensive tackle lines up slightly inside the offensive end.

The Side-Step Shoulder Charge

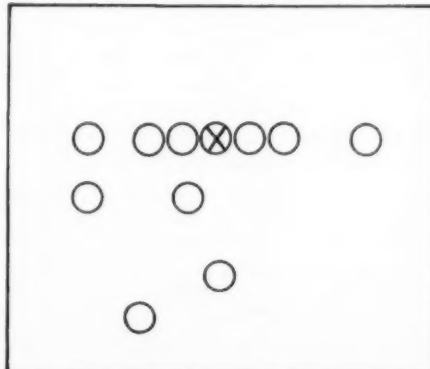
The right end finishes his shift with his right foot slightly back of the left, and his right hand is on the ground. His first step will be with the right foot to the right along the line of scrimmage. The next step is with the left foot and is slightly forward. At the same time contact is made with the left shoulder about midway between the right knee and hip of the defensive tackle. As the first step is taken, the head and shoulders are ducked in order to avoid the hands of the tackle, and the arms are brought up to the chest to provide a greater blocking surface. The palms of the hands face down toward the ground. One hand clasps the wrist of the other arm. As soon as contact is made, the blocker takes short, choppy steps, always keeping his head and eyes up, and his tail down. If the blocker is forced to place his hands on the ground by the opponent's charge he will then keep his hips high in contact with the upper portion of his opponent's legs, and keep his body between the defensive player and the ball-carrier. The technique of the blocking will be made easier if the end shifts out a half step after the shift of the other members of the team has been completed, and he has remained stationary for two seconds. This extra shift by one man on the end of the line of scrimmage is permitted by the rules committee. I am inclined to believe that many coaches are not taking advantage of this.

The Cross-Over, Side-Step Shoulder Charge

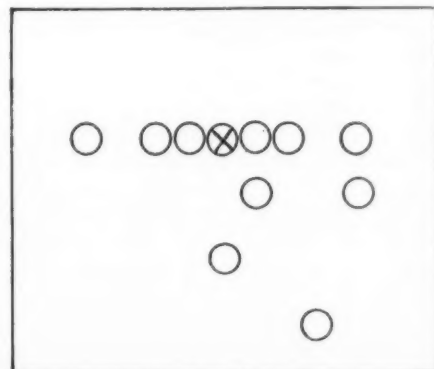
Many times the defensive tackle is over-shifting, and playing wider than usual in order to stop the attack between himself and his team mate, the defensive end. When this situation occurs, the offensive end is required to execute a harder block. In this case, the end will take his first step with his left foot which is brought over in front of the right foot. The next step is a side-step with the right foot to the right parallel with the line of scrim-



Before the Shift



Shift to the Left



Shift to the Right



The Huddle



"T" Formation



Position After the Shift

mage. After this step, contact is made with the left shoulder, and the procedure from then on is exactly the same as in the side-step and shoulder charge. If the tackle is too wide to make practical contact in the manner mentioned above, then the wise thing for the end to do is to drive the tackle on out and have the play come back inside the tackle. Some coaches teach their ends to hop to the right on both feet and then charge the tackle. We have experimented with this but have found that it is not so satisfactory as the other method.

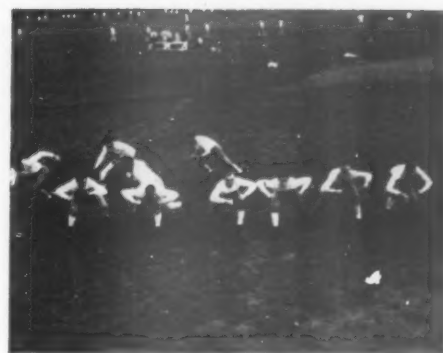
The Pivot Block

Another method of blocking the tackle when he is playing outside the offensive end's outside shoulder is the pivot block. In this block the end pivots on his right foot and drives his hips into the mid-section of the defensive tackle's body. His hands will be on the ground and he maintains contact by crawling in front of the tackle and keeping his hips high. This block is often used on a short punt formation when the defensive tackle plays inside the offensive end.

The Shift

There are two methods of working the shift as regards the number of steps, the two-count and the three-count. We have found by experimenting that the latter is the more practicable for high school boys. The shift is made to the left, or to the right. The signal is given in the huddle. The rhythm and the timing of the shift are learned more quickly, if the backs, ends, and center count aloud in their practice. During signal drill and dummy scrimmage it is also well for the entire team to count aloud. We have the boys count in this manner in the first two or three practice games. To start the shift the quarterback gives the signal such as "hike."

The rhythm of the shift must be changed frequently during the game or the defense will soon have a great advantage. This may be done by shifting in a slower count, in a faster count, not shifting at all, or by shifting twice before the ball is passed. A good quarterback can



After the Ball Is Snapped Play Goes Inside or Outside End

THE blocks referred to in this article have been illustrated in recent issues of this publication and hence are not repeated at this time. "The Importance of Good Blocking" by Noble Kizer (November, 1936), "Coaching End Play" by Ben Connor (November, 1936), and "The Play of the Guard" by Ben Connor (November, 1935) may be re-read to good advantage in connection with this article. To those who do not have access to the issues, this announcement will be of interest. The thirty-six illustrations in the articles referred to are available in reprint form for bulletin-board use and will be furnished, without cost, upon request to subscribers of the **ATHLETIC JOURNAL**.

keep the defense guessing by a judicious use of the shift in this matter. Too many shifting teams get into a rut during the game and never change their rhythm. The result is that the offensive player is slowed down.

It is necessary that the boys keep "on their toes" while executing the shift, and move their arms in cadence with their feet. Before the shift is started, the backs stand in a crouched manner with their hands on their knees and their eyes on the ground, with the possible exception of the quarterback, who is down under the center and may have his hands extended as though to receive the ball on every play before shifting. The ends stand in the same manner as the backs. When the shift has been completed, the four backs

are standing in a crouched position with their hands on their knees. The ends are down on the line of scrimmage in a three-point stance.

After coming out of the huddle the team lines up in the old regular "T" formation in the backfield, with the line balanced and the ends split away one foot from their tackles, as shown in the accompanying diagrams and illustrations. The fullback is not on a line with the other two backs, but is one foot farther back. The reason for this is that he may have a better slant when carrying the ball on spinners. All the men who are shifting use the cross-over with their first step. They land in position on the third count, and remain there for two seconds before the ball is passed. It is wise for the men to count to themselves.

Before the shift the right and left halfbacks are about an arm's length from the fullback. When the shift has been completed the fullback is about four and a half yards back. The wing-back is directly behind the end. Several plays may be run from the "T" formation in order to change the rhythm of the charge.

In the right shift, the first step of the right halfback is a cross-over with the left foot. The second step, a fairly long one, is taken with the right foot forward at a 45-degree angle. At the third count the back lands on both feet directly behind the right end, with his hands on his knees.

The fullback takes his first step, a cross-over with the left foot. The second step, a short one, is taken with the right foot to the right. On the third count he lands on both feet with his hands on his knees, directly behind the space between the right guard and right tackle.

The left halfback takes his first step, a cross-over with the left foot. The second step, a short one, is taken with the right foot to the right. On the third count he lands on both feet with his hands on his knees directly behind the center, or slightly to the left of center.

The quarterback takes his first step back and a little to the right with the right foot. The second step, a cross-over and very short, is with the left foot. On the third count he lands on both feet with

(Continued on page 46)



Kurt W. Lenser

The Spread Formation

By Kurt W. Lenser

High School, Stratton, Nebraska

SIX-MAN football is a game of thrills with spectacular passes, long broken field runs, and touchdowns. Anything can happen in a six-man game. Often there is more drama packed into two or three minutes of such a contest than in an eleven-man tussle.

Two southwest Nebraska schools, Palisade and Hamlet, played a game during the 1937 season which illustrates well the abbreviated pigskin game. Palisade boasted a 25-7 lead with seven minutes remaining in the final quarter. Hamlet, playing inspired ball, with the aid of several breaks, scored three touchdowns before the timer's pistol ended the game, and eked out a 26-25 victory.

The six-man coach must use originality in his choice of offensive formations and plays. There are no set rules of attack. He must work out his own system to fit the boys on his squad.

The spread formation, if alternated with a compact formation such as the punt, the Y, or the single-wing formation, may be used to good advantage.

It lends itself well to a passing attack. If the attacking team possesses a fast back or lineman, there is more opportunity for him to get into the open to receive a possible touchdown pass than there is in a compact formation. The defense will be

forced to spread and shift to a man-to-man, and the fast man can use his speed to good advantage to break into the clear.

On pass plays, the spread of the men affords more opportunity for the use of maneuvers such as the change of pace, quick stops and breaks, criss-crossing against a man-to-man defense, and other devices which may be employed by potential pass receivers.

The spread is a strong formation for getting broken field runners into the open on running plays. A fast man placed in a strategic position where the defense is obviously weak can break loose for substantial gains. It is a good formation from which to run end-around plays to either side.

It increases the defensive problem of the opponents, particularly if alternated with another formation. It is easier for the offense to shift from one formation to another than for the defense to change from a set defense to a man-to-man, and vice versa. Psychologically, it is a formation which bewilders and confuses the defense. The spread of players produces a state of uneasiness in the minds of the defensive men which is advantageous to the attacking team.

It is a formation which appeals to the spectators. They never know what to expect from a spread line-up.

Probably the greatest weakness of the spread formation is the danger of touchdowns by the opposing team from intercepted passes and fumbles. Under the new 1938 rules the defensive men may advance fumbled, muffed, or missed backward-passes.

The placing of the men in the spread formation is important. It is not necessary to place the players as indicated in the accompanying diagrams. The ends may assume the wide positions, and the backs occupy the end positions in the line, or any other combination which takes into consideration the strength of the respec-

tive defensive men.

For example, if the fast man on the defensive team backs up the line, the speed merchant of the attacking team should occupy the rear position of the wide backs. If the fast defensive man plays opposite the offensive wide backs, the offensive ace should play an end position in the line, or the back position behind the line.

The best passer should play the back position behind the line. This boy must be a good ball-handler, and should receive a great amount of drill both on throwing passes as he runs back to evade defensive men, and on the various fakes which may be used to good advantage by passers. This back, after he throws a pass, should advance in the direction of the flip to cover possible interception by a man on the opposing team.

If the defensive team has a weak end or one who is slow, the end-around plays may be used successfully.

The diagrammed plays show a spread to the right. The same plays may be run from a spread to the left.

The full black circles indicate the men who run with the ball or throw a forward pass; the half black circles show other men who handle the ball. The continuous lines represent the paths of the players, and the broken lines the path of the ball.

The offensive back playing behind the line need not play as close behind the center as indicated, the position he assumes depending on the ability of the defensive men to charge through on him. Either formation, spread to the right or left, may be used if the ball is in the middle of the field. The spread to the left should be used if the ball is nearer the right side line. The spread to the right should be used if the ball is near the left side line.

The wide backs should play at least fifteen yards out from the line. The wider they play, the larger will be the open zone between them and the near end. The open

Six-Man Football

LAST year the subject of six-man football was rather completely covered in the following articles in this publication. Judson Timm of Pennsylvania Military College explained how he had adapted the game to his football squad as a means of teaching players the eleven-man game. Brantford Benton of Washington, New Jersey, High School presented the value of the game both as a developer of material for varsities of the larger high schools and as an excellent fall sport for the smaller high schools. A. W. Larson in a series of three articles described the introduction of the game, discussed defenses in six-man football and outlined three plans for conducting tournaments.

The authors of the two articles on offense published in this issue are students of the game and are contributing much to its further development. Kurt W. Lenser, a graduate of the University of Nebraska has coached the six-man game for four years, winning his league championship with eight consecutive victories. This summer he gave a course in the game at the Butler and Kansas State High School Athletic Association coaching schools. A. W. Larson, Superintendent of Schools at Sykeston, North Dakota, introduced the game in his school, because he believed that it was better adapted to the smaller high school. He has conducted a six-man football coaching school, has discussed the game twice on the North Dakota Education Association Program and originated and managed the first tournament held in his state.

zone will provide the fast broken field runner with plenty of room to use to good advantage his speed and maneuvers such as the change of pace, cross-step and pivot-away-from-tackler.

The blocking on all running plays diagrammed is man-for-man.

The play shown in Diagram 1 may be used successfully to get a fast man into the open. The play will work well if the ball-carrier makes a preliminary start towards the open zone as indicated in the diagram. This maneuver will serve to draw the defensive line-backer to his left, out of position. The offensive right end, as soon as the ball-carrier is even with him on his run to the left, should break down the field and block this man. This play is suggested if the defensive fast man is playing one of the wide defensive positions.

Diagram 2 shows an end-around play to the left, with the right end coming back around for the ball. The right end should be fairly fast, and a quick starter. The back playing behind center feeds the ball to him, then blocks the defensive left end as he charges through. The man who carried the ball on the preceding play can make this play effective by yelling for the ball as he advances in the path indicated, thus drawing the line-backer toward him as on the previous play. The back, designated by the half black circle, can aid in this bit of deception by faking a pass to the wide back before he gives it to the end.

Diagram 3 is another end-around play, the left end coming this time around to the right. This play works well against a slow, defensive right end.

Diagram 4 shows a good touchdown play, provided the back behind the center (full black circle) is fairly fast. The ball goes from this man to the other back (the half black circle) at the right, who runs a short distance with the ball, then laterals back to the man from whom he received the pass. The defensive men will be drawn over to their right, and the ball-carrier should have a clear path around the outside as shown in the diagram.

Diagram 5 is a pass play with five possible receivers. A pair of fast ends will make this play effective. The line-backer

will be faced with the problem of covering three receivers in his territory. One of these men should be able to maneuver into the clear. The passer is afforded no protection on this play, and will have to shift for himself. He will probably have to run backwards to evade the rushes of defensive men before he passes.

Diagram 6 is a forward-lateral play. It would be well to use this play following a play from the same formation in which

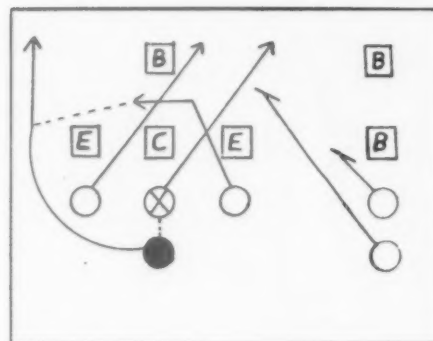


Diagram 6

the lateral was omitted, a short basketball pass over the line. The play as diagrammed is a short basketball pass just over center, then a lateral to the back who tossed the forward. The right end goes down the field about four or five yards and cuts to the left. He will be forced to get rid of the lateral in a hurry, because the defensive line-backer will be pressing him. The offensive left end and center can draw this man out of position by advancing to the right and yelling for the ball. If the right end is not open for the pass it may be possible to pass to one of the other men. A number of other plays may be worked out from this formation.

Defensive and Offensive Formations

By A. W. Larson

Superintendent, Sykeston, North Dakota

THE following plays and defensive formations are taken from a study of the plays used by coaches last fall in North Dakota.

Defensive Formations

The most commonly used defensive formation was the 3-2-1, as shown in Diagrams 1, 2 and 3. The defense shown in Diagram 4 was a popular defense year before last but not common last year.

Two variations of the 4-2 defense are shown in Diagrams 5 and 6. To designate any set defense that may be used for every game, is impossible. The material which the coach has and that of his opponents must determine the defense that is to be used. Players should learn several defensive formations so that they can adapt their defense to the offense of the opponent.

Offensive Formations

In the diagrams of plays, X represents the defensive player, O the offensive player, the path of the ball is indicated by the broken line, the ball-carrier by the arrow.

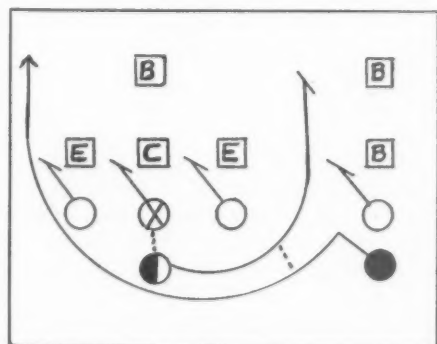


Diagram 1

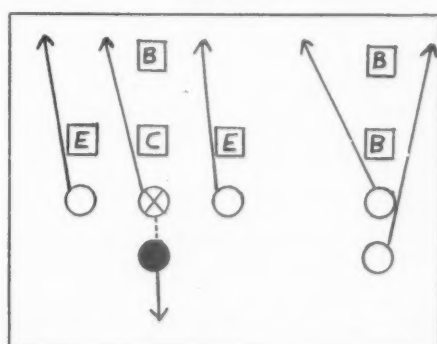


Diagram 2

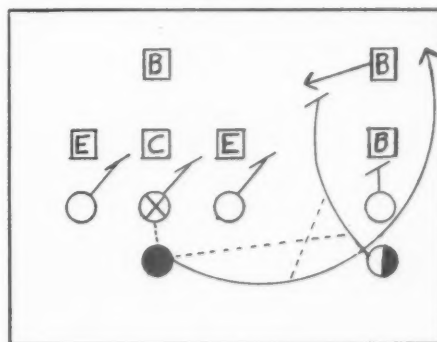


Diagram 3

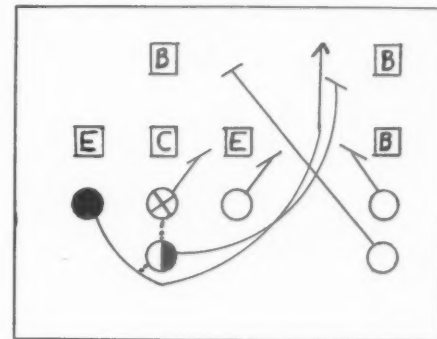


Diagram 4

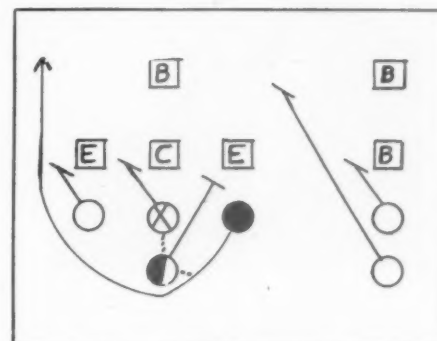
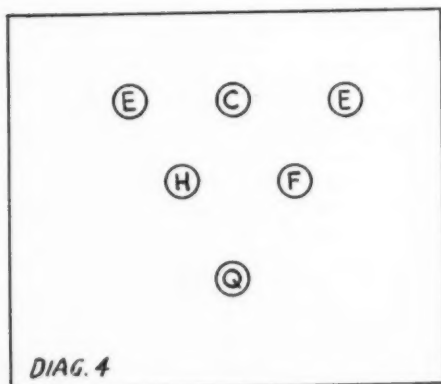
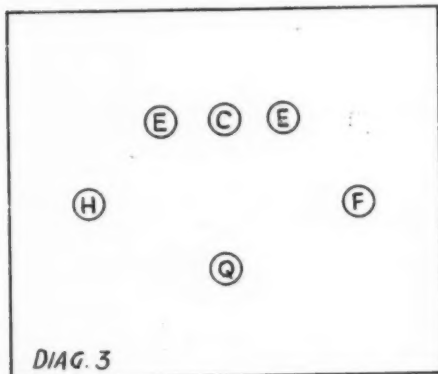
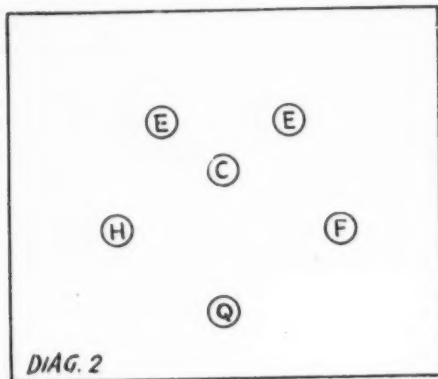
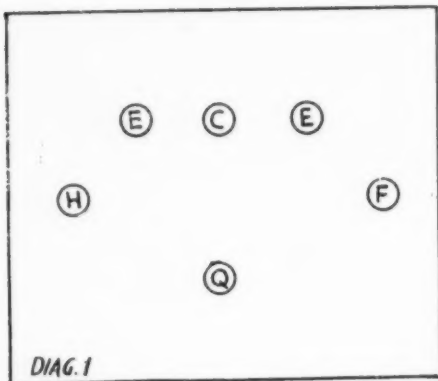


Diagram 5

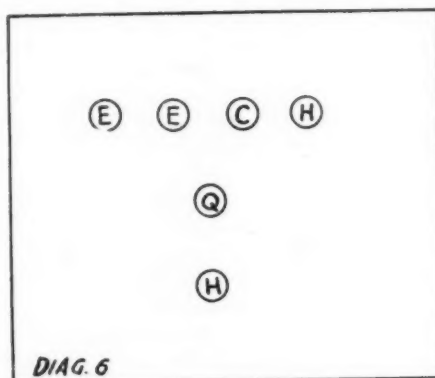
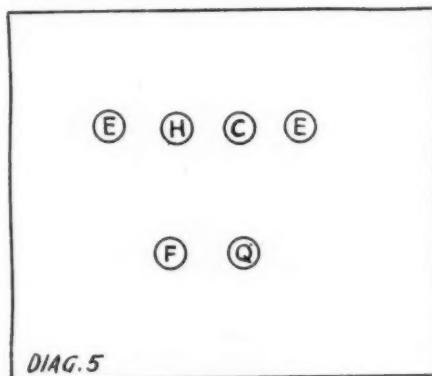


In Diagram 1, the center passes to 1, who passes or hands the ball to 2 as he goes by. Two laterals to 3, who becomes the actual ball-carrier around end. Backs 2 and 1 are both assigned to block out the end. Four blocks out the opposing half-back. The play may be run on either side.

In Diagram 2, back 1 gets the ball from

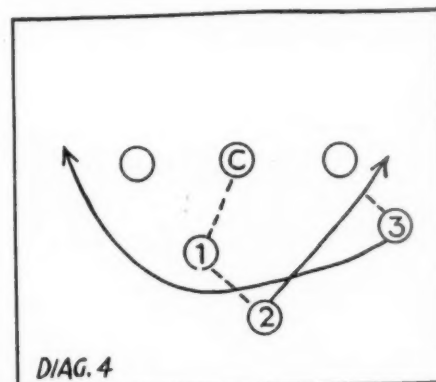
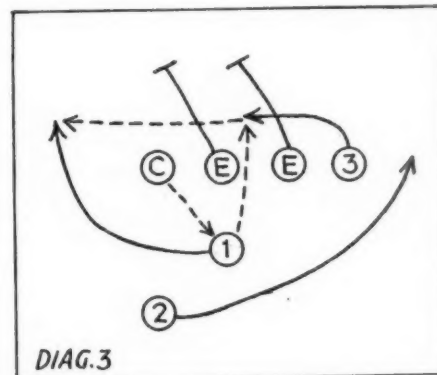
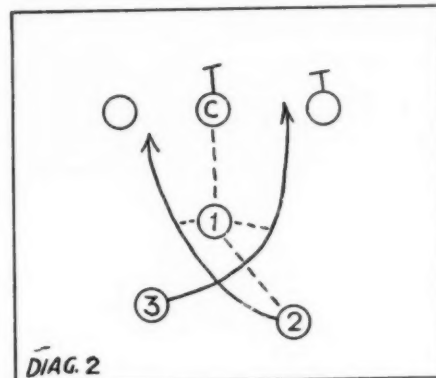
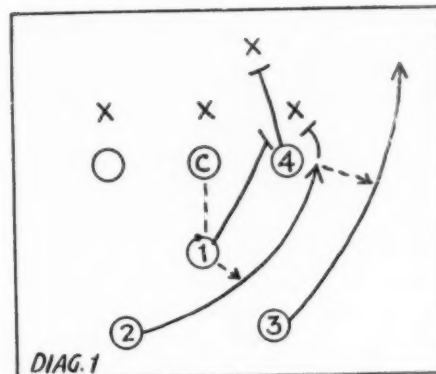


A. W. Larson



center, tosses it to 2, who starts into the line. As he goes by 1, he gives the ball to him. One then gives the ball to 3, who goes through the hole in the line made by the center and end.

Diagram 3 shows a four-man line shift to the right. The ball is snapped to 1, who fakes to 2, then lobs a short pass to 3. Three laterals to 1, who has gone around to the left. The fake to 2 is important in order to draw the defense over to the right. Both ends, after protecting 1 for a count of three, go to the left as



blockers for the ball-carrier.

In Diagram 4, the ball is snapped to 1. He tosses the ball to 2, who starts around end. As he passes 3, he gives the ball to him. Three cuts back to the weak side of the line, after the defense has been drawn over. Two should make a pretense that he is still carrying the ball after he has given it to 3. Care must be taken that 3

does not betray his intention of cutting back.

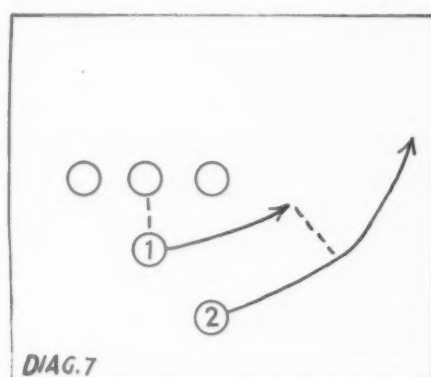
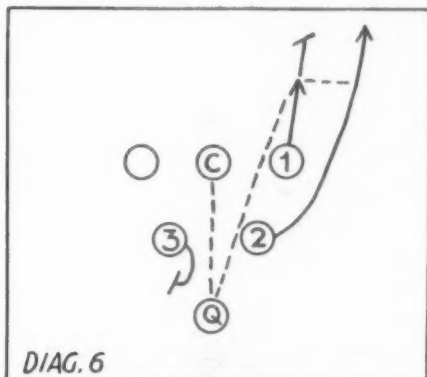
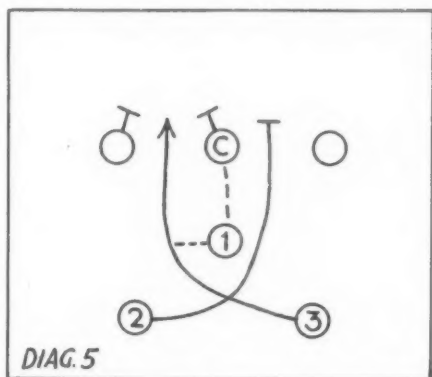
In Diagram 5, the center passes to 1, who pivots and fakes to 2. Two charges through the line, pretending that he is the ball-carrier. One then passes to 3, who

goes through the line on the other side. This play is similar to that of Diagram 1 but here one less player actually handles the ball.

Diagram 6 shows a forward lateral play. The quarterback passes to the end, who

laterals to 2, trailing him. One goes on to block for 2. The pass should not be long. Three remains back to protect the passer.

Diagram 7 shows a wide end run, in
(Continued on page 44)



Individual Football Rating System

By R. R. Merrell

Junior High School, Upper Darby, Pennsylvania

DURING my football coaching experience, my most difficult task has been to cut the squad. Who am I to tell a willing youngster that he cannot play? I have had boys, with tears in their eyes, plead for another chance. Perhaps those who are cut from the squad might have some ability that has not been demonstrated. I have wanted for some time a concrete plan, whereby I could judge or grade the boys and at the same time call their attention to their weaknesses. Undoubtedly all coaches have not used the same hit-and-miss methods that I have, but I have been unable to find any evidence whereby anyone has any set method of grading the abilities and achievements of the members of his football squad. The plan that I have adopted, an individual rating system, simplifies my teaching in that I have a record of the individual weaknesses. In the classroom, individual differences are recognized but in the past, whether the boys all need to spend time on one particular fundamental or not, they all line up and take their turn. My plan then simplifies my teaching and causes me to cover entirely the different phases, and assists me in deciding fairly who is to be retained on the squad.

From the boy's standpoint, by this system he knows what is expected of him and he knows his weakness. Much time is saved, since the boys instantly start working to correct their weaknesses, instead of leisurely walking out to the field and then engaging in a wild scramble for the ball while others are reporting. It improves the morale of the squad during the prac-



R. R. Merrell

AFTER his graduation at the University of Illinois, R. R. Merrell coached at Bloomfield and Michigan City. He is now Physical Director and Coach of football and track at Upper Darby, Pennsylvania, Junior High School. The school, with an enrollment of 2000, is a member of the Philadelphia Suburban Junior High School League which sponsors interscholastic competition in varsity and junior varsity football, soccer, basketball, baseball, track and tennis.

tices, and makes for purposeful use of the short time that we have at our disposal to put a team together. The individual football rating is to the football coach what the report card is to the classroom teacher, if that teacher were to give a grade on each phase of the work covered.

The individual football rating plan is put into use in the fall at the first meeting of the squad. One chart, which each boy keeps, is given to him and another one, which is kept on file, is filled out by the manager. Periodically, during the season I give a test and the manager standing at my side writes down the grade that I give the boy. The total grades or points are placed on the bulletin board and then conferences are arranged to discuss each boy's individual abilities and weaknesses.

In the first practices in the fall, when I am attempting to condition the boys and pick the squad, the individual rating system is of most use. The boys go about the practices, trying to show to their best advantage the qualities listed under attitude. Then they go seriously to work trying to develop some specialty in order to be sure of their 200 points. The squad is divided into groups to work on these specialties and the individual efforts are conscientious and purposeful. When we start working on blocking and tackling they are eager for instruction because they must develop habits of form and aggressiveness, indicated in the chart by the word viciousness.

At the end of the first week a test is given, in which the impossible ones are dropped and the rest can then be assigned

Suggestions for Unifying the High School Offense and Defense

By Cleveland C. Kern
High School, Chester, Virginia

HIGH school coaches who are fortunate enough to have a full supply of rugged and clever material need not limit themselves in the teaching of intricate play, both individual and for the team as a unit. Such groups are, in most cases, able to handle systems on a plane with those in use in the average college.

But, by far and large, the average high school coach is confronted with a lack of players, a lack of time in which to teach thoroughly, and a lack of football knowledge or experience on the part of most of his charges. As a result, many high school coaches are always on the lookout for devices by which the work for their squads might be simplified so far as offense and defense is concerned. At the same time, they feel that it is necessary to present to opponents a system that is complex enough to give their lads some measure of advantage when the battle is on.

What are some of the ways in which the teaching that is necessary may be simplified and unified?

First, I would reduce all blocks to the two that are really the fundamental blocks. The straight shoulder charge and the cross-body block are modified to meet all situations. The shoulder block or charge is used in the line both individually and in double teaming for opening holes and for checking opponents away from a play. It is used by running interference in some cases, for example, the blocking of the end by backs 1 and 2 in Diagram 1. In such a case, I believe that it is more effective to have both backs charge directly at the end with one blocking and the other cutting down field at the last possible moment. Such a block may be either a shoulder block or a running

AFTER securing his master's degree at the University of Richmond, Cleveland A. Kern coached in a private school and then became coach of football, track and baseball at Chester High School. Mr. Kern's suggestions for simplifying the teaching of football are both fundamental and practical.

cross-body block. The cross-body block is preferable here because it is surer and is a little less dangerous in practice. It is obvious that back 1 would be the preferred blocker for the off-tackle play and that back 2 would be the better blocker for the sweep.

Again, the shoulder block would be the best block for back 4 in assisting the end with blocking the tackle in. (See Diagram 1.) The running shoulder block would also be the only logical block for back 1 to use on a lineman in such a mousetrap or sucker play as shown in Diagram 2.

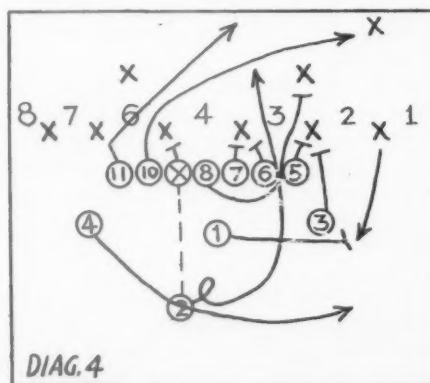
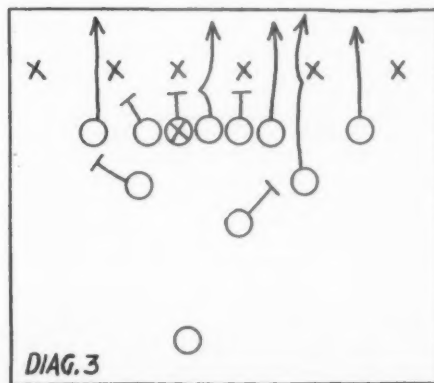
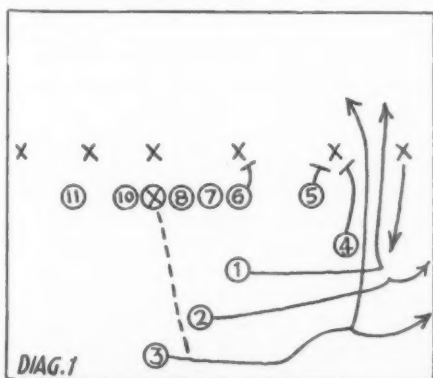
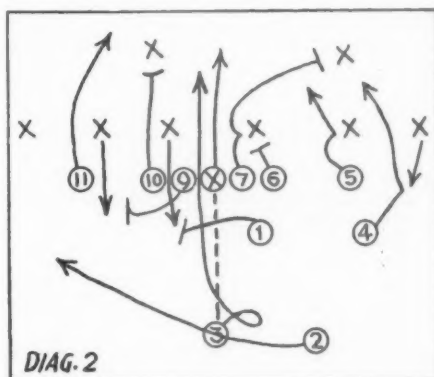
The cross-body block is the major block of running interference. The boy should

have impressed upon him that the length of his body gives a greater blocking surface than his shoulders for open field work. Two points should be kept in mind: Take off close to the opponent for accuracy, and brace and drive the legs after contact, so that more real explosion may be put into the block. The roll-block variation of this block is likely to give trouble in that the youngsters get into the habit of taking off too far from the opponent and fall uselessly to the ground, depending on the roll to take care of the work that the block should do.

A most important variation of the cross-body block is the block sometimes called the side-swipe or the check block. It is used by linemen when an opponent does not have to be taken out but merely has to be checked away from the direction in which a play is going so that the play may not be spilled from behind. Lineman 6 in Diagram 1 would use such a block. He would allow his shoulder to slip past his opponent's thigh and would merely prevent his progress toward the play itself with a vigorous knee and hip block. Both hands would be on the ground, his right leg would be braced and working toward the left and he could work with his opponent either way.

The final type of cross-body block is that used by an offensive back on a kick or passing play. The defensive man is allowed to charge and commit himself and then a cross-body block is applied that is designed merely to check his progress toward the kicker or passer. Such a block is concerned more with accuracy than with force.

All blocks may be reduced to two. They should be practiced daily under all variations. The coach will be surprised with



his results if he will divide his team into two blocking teams and work for competition between the two in regard to blocking perfection. A snappy blocking drill should be devised and followed which will take the drudgery out of such work. In this way, a great deal is accomplished in a short while.

In the second place, I would reduce my formations to one basic line structure if possible. It is a fact that high school boys are often confused when they run plays from an unbalanced line and then kick from a balanced line, having, of course, some plays from the punt formation also. If a team uses such a set-up as the one in Diagram 1, I would suggest a punt formation with an unbalanced line. A nice punt coverage and a nice sequence of plays may be worked from such a set-up as that in Diagram 3. The unbalanced line carries the defensive left tackle and end so far out of the play that more men may be put down under the kick as illustrated. If two such formations are used, it becomes possible to use the same plays that are run from the regular offensive formation also from the punt formation with very few minor changes. Of course, if the team uses a balanced line ordinarily, then the balanced line would be desirable in the kick formation also.

Finally, it is of great advantage to keep blocking assignments on various plays as simple as possible. A coach may have a fairly extensive play set-up which would be equivalent to no more than seven or eight plays (or less) if he will number the holes in the defensive line and have his boys know these holes by number and location. It then becomes necessary to teach the boys in the line only the basic blocks for the different holes. If the plays are then numbered with the last number or digit as the number of the hole, there can be a large number of plays, straight and deceptive, but the boys have to worry only about the last number because the blocking will be the same regardless of what hole the play comes through, which back carries the ball, or how much deception the backfield carries out. For instance, in Diagram 4, we have a fake reverse inside tackle with back 2 carrying the ball. Such a play could be numbered 23 because back 2 carries the ball through hole 3. There might be three, four, or five other plays through the same hole 3 but as long as the number of the play ends in 3, a burden is removed from the boys because the same blocking is designated.

In regard to high school defense, I believe that there is some fault to be found

with a six-man line as used by the average high school, although few of us give any thought to it. For boys, and sometimes for college men, it is difficult to place the six-man line for maximum effectiveness. The tackles and ends experience little trouble in locating themselves if they have had sufficient training, but, in high school play, the guards are often poorly located and it becomes possible to run between them or to either side of them with comparative ease.

This faulty spacing, I believe, is eliminated by the use of a line with an odd number of men, for instance a five-man or seven-man line, or both. In either case, there is a center man (not necessarily the regular center) to set himself by the core of offensive strength on the offensive team and the rest of the linemen can easily space themselves according to his position.

A combination of these two defensive set-ups may be used to advantage on certain parts of the field, and it is easy for the boys to shift quickly from one to the other after signals have been called by the opponents.

It must be impressed on the players that, when there is a seven-man line, the line must attempt to stop the play if possible, but in the use of the five-man line,

(Continued on page 44)

Strapping and Bandaging

Practical Applications for Coaches and Trainers

THE first consideration in any form of athletics is the players' condition. The use of proper protective measures is of prime importance in keeping a player in first-class condition throughout the season. This is particularly true in the more strenuous sports such as football—either the eleven-man or six-man games. Strapping and bandaging with adhesive tape, with or without pads of various kinds, are among the most important and effective protective measures.

Fundamental Suggestions in Taping

In the use of adhesive tape for strapping, the tape should be applied in proper position and *smoothly*. Wrinkles in tape cause blisters.

It is not necessary to have neatly cut ends or strips of uniform length. Many trainers work directly from the spool of tape, roughly measuring the approximate length required, then tearing off the strip. Numerous strips are required in most taping; the use of a continuous strip is not advocated.

The skin to be covered should first be shaved with a clean razor, covered with alcohol and permitted to dry before the tape is applied. Any break in the skin

should be covered with a pad of sterile gauze before the adhesive tape is applied.

New strappings should be applied before each game or practice, unless the player

A FEW years ago the American Football Coaches Association began, under the supervision of Dr. Marvin A. Stevens, New York University, and Dr. Floyd Eastwood, Purdue University, a study of football injuries to determine how they might be reduced in number. One of the results of this study was an awakening, on the part of the coaches, to the necessity of proper bandaging and taping of players for everyday scrimmage as well as for games.

With the increase in the number of football players this fall, due principally to a larger number of schools taking up six-man football, a greater responsibility will rest upon the coaches. The larger schools have their trainers, especially versed in taping and bandaging; coaches in many high schools depend on a town physician for assistance. But upon many coaches rests the responsibility of keeping their men in condition. It is hoped that these fundamentals of bandaging and taping may be used and found of value for everyday scrimmage.

performs twice in one day; in this case one will be sufficient.

The strappings should be removed after the practice or game. If an injury requires support for walking another strapping should be made.

It is becoming more common for coaches and trainers to strap the ankles and knees before scrimmages as well as before games. The strapping should be determined by the strains due to the player's position or by an existing injury or weakness in the player.

The Ankle

Injuries to the ankle, usually caused by turning, either in or out, result in a straining or tearing of the ligaments. The treatment is alternate hot and cold applications and rest for two or three days.

After the ankle has been shaved and the alcohol applied, it should be painted with a compound of tincture of benzoin, so that the skin may be toughened.

The foot should be held at a right angle to the leg and these suggestions for taping followed: Use tape one and a half or two inches wide. Take four strips sixteen inches long and four strips graded from eight to ten inches. Place the end of one



Figure 1



Figure 2

sixteen-inch strip four inches above the inside ankle joint, close to the Achilles tendon. Pull the tape down, over the underside of the heel, and up along the tendon on the outside of the leg, keeping the tape snug and tight. Place the ten-inch strip along the inside edge of the foot, as low as possible and pull it around the heel and along the outside edge of the foot. Run another long strip down the leg, under the heel and up the other side, overlapping the first strip by half its width. Alternate the horizontal and vertical strips in this manner until the strapping is complete as shown in Figure 1.

It should be noted that the foot and front of the leg are free of tape. This taping may be finished off with additional strips down the leg over the ends of the encircling tapes, but a gap must be left in the center.

Where more support is needed, this strapping may be covered first with a two-inch gauze bandage and then with two-inch adhesive, applied in a figure 8 style over the foot with a spiral extension up the leg. (See Figure 2.)

The Knee

Injuries to the knee which consist of straining or tearing the inner or outer ligaments may be healed in three weeks if the injury is not aggravated. Treatment

should consist of cold applications followed by heat, for which infra-red or diathermy is excellent, if available and if its correct use is sufficiently understood.

The diamond taping shown in Figure 3 gives greatest support to the knee. For this taping use twelve strips of two-inch tape, twenty inches long. Hold the knee straight. Start the first strip at the junction of the tendon and the quadriceps femoris muscle, above the kneecap. Draw it diagonally down across the lower edge of



Figure 3



Figure 4

the knee ending it on the inside of the calf muscles. Start the second strip at the same point as the first, but toward the inside of the kneecap, so that it may be brought along the inside and diagonally about the lower edge of the knee to end on the outside of the calf muscles. Start the third strip on the inside of the thigh and cross it under the leg to end on the outside of the thigh. Start the fourth strip on the outside of the thigh and cross it under the leg to end on the inside of the calf. Place the rest of the strips exactly like the first two, first one inside and then one outside, each overlapping the preceding strip about half its width. Note that the kneecap must be left free in the diamond-shaped opening. Finish the strapping with strips of two-inch tape across

the leg above and below the knee, being careful to leave a gap on the lower side so that the circulation will not be stopped.

When less support is needed, a simpler knee taping may be used. (See Figure 5.) Apply a piece of felt, shaped like a capital letter I, under the knee to points just short of the kneecap. Place on this a strip of two-inch tape. Slit both ends of the tape down the center as far as the felt. Cross the four ends of tape above and below the knee as explained in the preceding knee taping (Figure 4). This taping may be reinforced on either the inside or outside or on both sides with a diagonal taping of two-inch adhesive as shown in Figure 5.

The Shoulder

Use two-inch tape, five strips twenty-seven inches long and five strips eighteen inches long. Apply so that there is a pull on the head of the humerus, upward and inward into the arm socket. Start the first strip well back on the shoulder blade, and carry it around across the upper arm well on to the chest, with an upward pull. Start the second tape almost at a right angle to the first, about six inches down the back from the shoulder. Bring it over the point of the shoulder and down about six inches on the chest. Alternate the strips around

(Continued on page 45)



Figure 5



Figure 6

A SURVEY OF NIGHT FOOTBALL IN ALABAMA

SCHOOL	Enrollment	Year Lights Installed	Installation Cost	Cost of Current Per Game	Total Wattage on Field	Increase in Attendance	Field Used for Other Purposes	Greater Discipline Problem	Difficulty in Scheduling Night Games	Are Playing Conditions as Good at Night
*Ala. Inst. for Deaf and Blind.....	608	1936	\$1,651.88	\$18.00	72,000	90%	Yes	...	No	Better
Aliceville High.....	175	1937	2,600.00	10.00	96,000	500%	Yes	No	No	Better
Anniston High.....	1,300	1936	1,900.00	13.00	.....	200%	Yes	No	No	Yes
Arab High.....	325	1934	.....	12.00	45,000	150%	Yes	No	No	Yes
Carbon Hill.....	480	1937	800.00	5.00	36,000	50%	Yes	No	No	.....
Coffee High.....	1,050	1936	1,600.00	4.50	48,000	60%	No	No	No	Yes
Cramton Bowl.....		1926	5,000.00	18.00	168,000	400%	Yes	No	No	Yes
Escambia County High.....	430	1936	1,800.00	8.00	72,000	60%	No	No	No	No
Eufaula High.....	200	1936	1,650.00	19.00	60,000	100%	No	No	No	.....
Fayette County High.....	475	1936	800.00	5.00	36,000	50%	Yes	Yes	No	Yes
Greensboro High.....	300	1937	1,250.00	12.50	36,000	150%	No	No	No	Yes
Handley High.....	400	1936	1,800.00	15.00	72,000	100%	Yes	No	No	Yes
Jackson County High.....	554	1937	1,100.00	5.00	48,000	60%	Yes	Yes	No	.....
†Morgan County High.....	215	1935	1,000.00	10.00	48,000	.....	Yes	Yes	No	Yes
Piedmont High.....	320	1936	1,667.00	5.00	72,000	100%	Yes	No	No	Yes
Spring Hill College.....	250	1935	1,800.00	10.00	.....	50%	No	Yes	No	Yes
Sumter County High.....	196	1937	750.00	3.50	25,000	200%	Yes	No	Yes	Yes
Thomasville High.....	300	1937	1,448.67	7.50	48,000	100%	Yes	.....	No	Better
Tuscaloosa County High.....	700	1936	1,300.00	22.50	60,000	150%	No	Yes	No	No
Hamilton S. A. S.....	420	1936	600.00	5.00	36,000	100%	Yes	Yes	No	Better
Selma High.....	441	1936	.....	.....	.....	500%	Yes	No	No	Yes
Linden School.....	490	1934	1,500.00	10.00	.....	.....	No	.....	Yes	No

* Includes Transformer Rental.

† FREE Installation and Material at Cost.

LAST December, the *ATHLETIC JOURNAL* was privileged to carry on excellent survey of high school night football, prepared by C. E. Forsythe, State Director of Athletics, Michigan High School Athletic Association. This survey included the states of Michigan, Pennsylvania, Ohio and Kansas.

To this survey may now be added a similar one of Alabama schools. It will be noted that the tabulation shows replies to the same inquiries as were recorded in the earlier study. A comparison of different sections of the country is, therefore made possible.

General Construction Data

As to general construction data the most common practices were identical with those of the earlier survey. (1) From four to eight poles are used on each side of the

field. In a few instances towers are used. Poles range from 40 to 85 feet with 60 to 70-foot poles most generally used. Single reflectors (two to six) are used on each pole. From 10-12 to 15-18 foot candle power is most commonly used.

Various Uses of Lighted Fields

The same varied uses of the lighted fields were evident in both studies. These include commencements, music festivals, band concerts, track meets, football games, baseball games, physical education demonstrations, May day festivals and all large events participated in by the schools. Organizations in the communities, such as churches, boy scouts, fraternal orders and minor baseball leagues also make use of the lighted fields.

A few of the comments made regarding

night football in Alabama follow:

"The playing conditions are better in most respects. It is usually cooler at night."

"We have one of the best lighted fields in Alabama of which we are justly proud. We cleared enough this year to pay approximately one-third the installation cost. I think, however, we should have lighted our field only for football since we have only about 1200 population in our town."

"The playing condition is not so good as on sunny afternoons, but that is true everywhere. Cold bothers us more than anything. We find that games played in late October and November fail to draw like early games because of the cold. Of course we are on a mountain and in the northern part of the state which helps explain that condition. We are thoroughly

(Continued on page 41)

Comments on the Changes in the 1938 Basketball Rules

By Clifford Wells
High School, Logansport, Ind.

THE game of basketball for the 1938-39 season will be very much the same as last year, as only ten minor changes were made by the Rules Committee for the coming season. This is by far the least number of changes ever made by the National Rules group.

The most important change is the opening of the outer half of the free-throw circle to the players. A change that will tend to relieve some of the strenuousness of the game is the permitting of more rest periods.

The following is a synopsis of the changes which will go into effect the coming basketball season.

The first change reads that the end lines may be four feet, instead of two feet, behind the face of the backboards. This is an optional change for those who desire to adopt it and for those whose courts will permit it. Wherever this is done, there will be less out-of-bounds play and the change will help the officials a great deal.

Change number two reads that for players below senior high school age, the minimum circumference of the ball is to be 29 inches. This a very good thing for the younger boys, as the ball will be more easily handled and will develop confidence in their shooting. For older players, the minimum circumference continues to be 29½ inches and the maximum circumference for all balls is to be 30 inches instead of 30¼ inches.

The third change specifies that substitutions are not to be permitted in the interval following a goal and after the ball is

VERY few coaches have had the opportunity to devote as much time to basketball study during the summer as has Clifford Wells. As director of a basketball coaching school at his own high school, Logansport, Indiana, and as instructor in coaching schools at Western State Teachers College, Gunnison, Colorado, and North Texas State Teachers College, Denton, Texas, Mr. Wells has been called upon to comment on the 1938 basketball rules changes.



Clifford Wells

put in play from out of bounds, unless a charged time-out or time-out for injury has been declared. It is still legal, however, for either team to take a charged time-out after a goal. This should stop a lot of bickering between game officials and those at the scorers' bench over getting substitutes into the game after goals. At times, there has been a good deal of confusion as the ball was put in play fast and the teams were in action again.

The fourth change records that, by agreement between teams, or by league or conference ruling, games between teams above the high school age may be played in quarters. The intermission time period is to be two minutes. This applies to all games which are played in quarters. By mutual agreement, in games between teams of high school age and younger, an official's time-out may be taken in the second and fourth quarters, provided there has not been a time-out for either team during the first four minutes of that quarter. This time-out is to be taken the first time the ball is dead after four minutes have expired and is to be of two minutes' duration. This change is for the purpose of reducing the strenuousness of the game for the players.

The fifth change reads that in games between teams of high school age and younger, the "sudden death" method of deciding tie games is to be applied to the first overtime period. The intermission prior to this period is to be two minutes, during which teams may not leave the

(Continued on page 40)

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JOHN L. GRIFFITH, Editor

Football—the Great American Game

FOOTBALL, already well past its fiftieth mile stone, starts a new year under fairly favorable auspices. There are some who think that football and the other games are about to enjoy great prosperity, and there are others who fear a loss of prestige. The fact is that our old traditional games do not fluctuate greatly. One reason is because the rules are not radically changed year by year and another is that we are a nation of sport lovers and we do not readily discard the games that we have once approved. It is true that a new game like pewee golf may flash across the horizon and enjoy a brief period of popularity and then pass into the discard. New inventions may bring new interests but games such as high school and college football remain fairly stable.

Football exemplifies the things that most of us admire. It is significant that when an author attempts to portray a masculine, self-reliant character, he invariably mentions the fact that so-and-so played on his varsity team in his undergraduate days.

There is something about the game that lives with the men who have played, as long as they live. Old men in their dotage like nothing better than to visit with others against whom they played when they were in their prime. Football truly is a great American game.

The attendance at college football games last year was approximately 15 per cent greater than the attendance in 1936. There is every reason to believe that the attendance at the school and college games this year will at least be as great as was the attendance last season. While the American people in recent years have been curtailing their spending for other things, they have been increasing their spending for sports and recreation.

Although there is no reason to be pessimistic about the financial prospects of this fall sport, yet

it will undoubtedly be the part of wisdom for those who have the responsibility of paying the bills to expand their programs and plants conservatively. Before the days of government spending, the educational institutions for the most part built splendid athletic plants. In the last few years these plants have been augmented by money from the federal treasury. It is one thing to build a tremendous athletic plant and it is yet another thing to finance the up-keep of that plant. We are not qualified to predict the immediate economic future of the country. We have so much faith in the American people that we believe that ultimately they will solve their problems in the right way. If we should have a fine year in football so far as the attendance and gate receipts are concerned, it still may be wise to figure that there may yet be a few bad years ahead of us.

Sportsmanship in the Stands

A WELL known baseball star in a magazine article recently stated that there had been more booing on the part of spectators attending big league baseball games this summer than in other years. If this is true and of course there is no way of proving or disproving the statement, then the question arises as to whether the spectators felt that they had more reasons for manifesting disapproval of this or that in the summer of 1938 than in former years or whether the behavior of the crowds reflected change in the spectators themselves. We incline to the second explanation.

Today nerves are jangled and to use a modern expression the owners of these aforesaid nerves are jittery. These are not normal times in which we are living and consequently we are more inclined to act emotionally rather than rationally when any unusual situation arises.

It has been often suggested that basketball crowds are less sportsmanlike than are football crowds. These two games attract about the same class of people. Therefore the difference in the attitudes of the spectators at one game as compared to the attitudes of the people at the other game points to conditions that are dissimilar. Of course the basketball crowds are closer to the play than football crowds and this undoubtedly is one factor to be considered. Further, the action in basketball is fast and continuous. Add to these two phenomena the fact that most of the decisions in basketball are of the hair-line variety and reasons for unseemly hysteria on the part of basketball spectators as compared with the emotional reactions of football spectators are apparent.

Some football crowds are more unsportsmanlike than others. The spectators in a given institution behave decorously one year and otherwise the next year. Why are these things true? Undoubtedly the attitude of the administration of the home institution as well as the attitude of the players and coaches generally account for such changes as have been noted. In a certain big university a few years

ago the spectators frequently booed the officials and on some occasions abused the visiting players. The papers in that university city day after day contained articles that were highly critical of both the officials and the visiting rivals.

The football department in the institution was changed as regards personnel with the result that in recent years a distinct improvement has been noticed in the attitude of the spectators at that institution toward players and officials and the newspaper comment has been less caustic than formerly.

The following rules might be suggested which, if followed, would undoubtedly lead to improvement as regards the behavior of crowds:

First—Employ the best officials available—in this connection the qualifications only should be considered in making the selection.

Second—After signing the officials, it is the duty of coaches and athletic administrators to back them up.

Third—The home management can improve conditions by explaining, a few days after the game, rulings made by the officials, provided the coach himself, in making such explanations, is tolerant in his attitude toward the officials.

Socialized Athletics

SINCE the trend throughout the world is toward some form of socialized industry which all leads to the corporate state, it is fitting that the men in athletics should give some thought to these questions; first, will we some time have socialized athletics in the United States, and second, if so, what will be the effect?

Without attempting to discuss the question pro or con, we are thinking only of present day trends, the consideration of which may indicate that the question as to whether or not we will some time have socialized athletics may not be as foolish as it appears.

A few years ago very few dreamed that there would ever be any danger of socialized medicine in the United States but today the fire of public opinion is being built under the doctors, preliminary to preparation of the plan of national health insurance. Serious men feel that we are going to have socialized medicine in some form or other. Attention is not being called to the fact that in comparatively recent times the doctors have practically eliminated yellow fever, have pretty much controlled typhoid, have learned how to deal with diphtheria, and have made tremendous advances in diagnosis, hospitalization of patients, and the like. The fact is that medical science has progressed so rapidly that textbooks that were standard in the medical colleges a few years ago are now out of date. This progress is not being stressed but rather attention is being called to the fact that some people die every year for lack of medical attention, that doctors have accumulated comfortable fortunes and that private hospitals are not open to non-paying patients.

The cynical writers have pretty well paved the way for an attack on amateur athletics. They have not done this because they would like to see the state control our amateur games but chiefly because there is a market for the articles they write of a destructive criticism variety. Some people have been advocating that the government appropriate the money with which to send the next Olympic team to Finland. If this were done, of course the government would ultimately control the Olympic situation.

If athletics were socialized the party that happened to be in power would appoint the coaches, conduct and control the various athletic activities. It is interesting to note that Hitler has recently taken over the sport clubs of Germany and Mussolini has a hand in the Italian athletic set-up.

We are not predicting that we will have socialized athletics in our country, but if the government goes farther in its program of socialized agriculture, if through its wages and hours bill it attempts to fix prices, if the government takes over the railroads and more and more assumes the responsibility of ordering our lives and managing our property, then we may reasonably expect that ultimately we will have government control of athletics.

One way to forestall such a move is for every one who has the best interests of amateur athletics at heart to do everything possible by way of showing that the administration of school and college athletics is above criticism. When the cynical writers attack the games, they will have half truths on which to base their argument. Let us see that they have no facts with which they can maintain a conclusion that our athletics are not clean and wholesome.

Appreciation and Co-operation

LAST spring when the renewal notices were mailed out, a request for suggestions for the 1938 volume was made. First, we want to express our appreciation to the many who wrote words of commendation and asked that the issues this year continue on the same plane as those of last year. It is gratifying to know that our efforts are meeting with the approval of such a large number of the 11,000 subscribers.

Secondly, we wish to thank those who took time to list subjects that they would like to have discussed this year. This bespeaks co-operation which we accept with gratitude. In this issue all the articles that are presented were especially requested. In the succeeding issues as many of the special subjects, as space will permit, will be published.

There is one criticism that we can not meet. Many high school coaches request more articles by high school coaches. An equally large number of coaches in high schools want more articles by college coaches. We will try for a balance, hoping that every article will contain something of value to all readers.

Place-Kicking and Drop-Kicking

By Lieutenant T. J. Hamilton
United States Navy

IN THE early days of football, the place kick and drop kick played a far more important part in the game than they do today, and a majority of the games of those times were settled by field goals. I think that the use of these weapons, for they are weapons, can well be given a more prominent place in the modern game.

Today, teams are just as evenly matched and we have as many close and tie games as formerly, so it is surprising to note the decline in the use of the drop and place kicks when they are still as capable of spelling victory. This decline is all the more surprising, since the technique of kicking may be developed with such a small amount of practice, and without outstanding personnel. The Navy has always been more or less conscious of the value of the field goal, and a glance at our record will show a great number of games decided by the use of the drop or place kick.

It is easy to develop a drop or place-kicker. Almost any boy with a moderate amount of body control and normal timing, who will concentrate on the few fundamentals of this department, can develop into a good drop or place-kicker. Ordinarily, it is easier to develop a place-kicker, but if I were in a position to choose, I would prefer a drop-kicker, for the reason that there is one less player to mis-handle the ball, another blocker is added, and the rise of the ball from the foot of the drop-kicker is more marked, eliminating some of the danger of a blocked kick. It is generally slightly slower than the place kick.

To illustrate the ease of development, I can point out Slade Cutter, a tackle on our squad in 1934, who, without previous experience, developed into an excellent place-kicker. That fall he kicked four field goals out of five attempts, and these points were largely instrumental in winning four different games. He also kicked many points after touchdowns.

Most coaches agree that a kicker who can make the point after touchdown is a real asset to the team. It is my opinion that a little more practice individually and with the team in attempts for field goals will double the value of this kicking asset, and will bring in many important points on touchdown drives, which otherwise would fail although the team is within striking distance of the goal. With this point in mind, I shall discuss the simple fundamentals of the place kick and drop kick, which possibly may be used to advantage by kickers during the fall season.

LIEUTENANT THOMAS J. HAMILTON was graduated from the Naval Academy in 1927, where he received nine varsity awards in football, basketball, and baseball. He was a member of Navy's 1926 National Championship Football Team, and selected on many mythical teams as half-back. His ability as a punter, placement kicker and drop kicker was most outstanding. He was the backfield coach at the Naval Academy in 1927, 1928, and 1930 and head coach from 1934 through the 1936 season.

Fundamentals of the Place Kick

The elements of the place kick to be considered are the center pass, holding the ball and kicking the ball.

The center pass must be well directed into the holder's hands, and should be thrown with speed. A considerable amount of time is saved by a good, hard pass.

The holder of a place kick should have almost as much practice as the kicker, and it is necessary that the two practice together. A great many kicks are blocked or deflected because the holder cannot get control of the ball fast enough, and place it in the proper position.

For a right-footed kicker, the holder should take his position with the left knee down, the right leg extended toward the line of scrimmage. This allows him much greater freedom of movement in receiving the ball from the center, and in case of a bad pass, less likelihood of a fumble. He should pick the spot in which to place the ball, about eight yards back of the center. In every foot of ground there is one spot higher than another, which should be picked out and marked by a piece of cloth or paper that the holder carries, and the ball should be placed on this spot.

One of the greatest factors in the place kick is the accuracy and speed of the holder in placing the ball properly on the designated spot. I contend that the holder, in placing the ball, with little or no loss of speed in the movement, can rotate the ball so that the lace is centered on the forward side. It requires much practice in handling and rotating the ball, but the position of the lace means a great deal in kicking accuracy.

The angle of tilt on the ball should be according to the kicker's desire, but it should be remembered that for long distance kicks, tilting back the ball generally tends to add distance and lower the trajectory. The holder should maintain a tight

hold on the top of the ball until it is kicked from his hands.

The kicker must first determine his point of lateral aim, somewhere from the middle to one of the goal posts, which will depend on the direction and force of the wind, position on the field and the amount of pull of his kick. Each kicker will have a certain pull which is natural to him. It is well to reduce this as much as possible but not to the point of changing his natural style. The longer the kick, generally the more tendency to pull.

After determining the point of aim, the kicker will gain considerable advantage by drawing a line toward the point of the aim with the cleats from the spot where the ball will be placed, and swinging the kicking foot along this line. This helps eliminate the tendency of the kicker to raise his eyes.

To keep the head and eyes down is the most important requisite. The eyes should rest on that spot on the ball where it is to be kicked, and the head should be held down even after the ball has left, while the foot follows through toward the point of aim.

Timing the kick requires practice between the kicker and holder. The kicker will soon realize how fast the kick can be made from the motion of the holder, and he can kick it at almost the instant it is placed.

Some kickers use one step and the pendulum kick, but I prefer two short steps with a slight hop in making the second step. This hop allows the foot to get under the ball better, and gives better timing and force.

Right-footed kickers should give special attention to the position of the left foot. The best position is about three inches back of the ball and close to its side.

Fundamentals of the Drop Kick

The fundamentals of the drop kick are almost the same as those of the place kick, the important elements being the drop, timing, follow-through and keeping the eye down. Again the center pass must be accurate and hard, and the kicker should pick out a high spot of ground from which to kick, draw a line with his cleats along the direction toward the point of aim.

The kicker should stand in a natural, relaxed position to receive the ball from center, holding his hands as a target about knee high, or in the position most natural for him.

I am a believer in naturalness in kicking,
(Continued on page 42)

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Quarterbacking in the Huddle

By Norman C. Ross
Gloucester, Massachusetts, High School

PERHAPS no subject has caused so many headaches among football coaches as that of quarterbacking. Many championship games have been lost through the mismanagement by quarterbacks of players and plays.

What are the qualities that make a good quarterback? What is essential? Practically every leading coach recognizes the fact that the quarterback must have the ability to detect weaknesses in the opposing team. Some coaches favor the quarterback who is decisive and smart, while others who have had the "smart" and "decisive" quarterback, select the one who seems to be the lucky "hunch" player. To me one of the essential qualifications of quarterbacking is the complete mastery of the huddle.

Confusion in the Huddle

There are teams that have one quarterback between the two twenty-yard lines; but as soon as a scoring opportunity appears or danger threatens, they develop a number of self-appointed "quarterbacks" who spoil the opportunity and turn danger into catastrophe.

Practically every quarterback or coach has had experience with these self-appointed "quarterbacks." Last spring I scheduled a game of football between two evenly matched freshmen teams. I stood behind the huddles of both teams to hear what was going on. At the time the umpire announced that there were exactly forty seconds to go before the completion of the first half, the ball was on the offensive team's 25-yard line. I shall never forget the commotion that followed with the offensive players telling the quarterback what to do. One said, "Wedge!" another, "Pass!" still another, "Kick!" This confusion went on to the point where it became amusing. Finally the quarterback elected to throw a pass which was intercepted, and a halfback of the opposing team galloped away for a touchdown.

Now at other stages of the game those boys were quiet and seemingly content to let the appointed quarterback be king; but in a moment when an emergency arose, or an important decision had to be rendered, they were all vociferous in expressing their personal ideas on the situation.

Mastery in the Huddle

This is what the quarterback must overcome. He must be the master of the huddle, a tyrant. He must not ponder too

AT Bucknell University, Norman C. Ross played halfback and called signals during the seasons of 1929, 1930 and 1931, when Carl Snavely was coaching there. Since 1933, he has been Athletic Director at Gloucester, Massachusetts, High School. He looks at the job of quarterbacking from the viewpoint of both player and coach. Young quarterbacks, as well as coaches, may benefit from a reading of this article.

long over his plays, as that will give an opening for the other "quarterbacks" to step up and advise him.

Perhaps one may think that disorganized huddles appear only with high school boys. Such is not the case. I recall an instance when my college was playing Washington and Jefferson. At a certain stage of the game, I called a play that I had signalled for on a previous occasion, and which had not worked as I had wanted it to. I had no sooner given the signal than the acting captain of the team said, "Signals! Call something else!" Again I repeated the same signal, and again the acting captain called, "Signals!" adding, "I'm the captain of this team, and I know that play won't go." I then retaliated with words to the effect that I was quar-

terback, that the play would go and that if he didn't keep quiet I would ask the coach to take him out of the game. I again called the play. Although it did not function well, I still retained the respect of my team mates in the huddle.

One might criticize the quarterback for not taking advice, and I shall add that any quarterback who does not take advice is open to criticism. However, he should not take or ask for advice in the huddle. The time for advice is during time out, or during the time between plays when the players are getting ready for the huddle.

Quarterbacking is a complicated and trying job, for countless games have been won and countless lost by quarterbacks.

I have outlined a few of the main points that may help the young quarterback to attain and then hold the desired mastery of his team.

Pointers for the Quarterback

1. Don't let any member of your team advise you in the huddle.
2. When listening to suggestions, make sure they are offered outside the huddle.
3. Call your signals loud enough so that men at the end or outside of the huddle will not have to ask for them again.
4. Form your huddle away from the ball.
5. Emphasize each crucial signal with a remark.
6. Don't let players straggle from the huddle back into formation.
7. Never ask for advice or suggestions in a huddle.
8. Give all signals with a tone of confidence.
9. If plays aren't working, have the captain call time out and then consult your team for weaknesses and strong points.
10. Occasionally a remark directed at the man through whom the play is going will inspire him.
11. A word of encouragement given to the team after a substantial gain, such as "Good work, gang!" insures maximum effort.
12. When in scoring territory and the team has been stopped on the first or second down, call the down with the play; for instance, "Third down, six; play 83."
13. Never use an indefinite remark such as "Let's try 41X."
14. Call your plays with regard for men, strength and weakness.
15. Know every man's assignment.



Norman C. Ross



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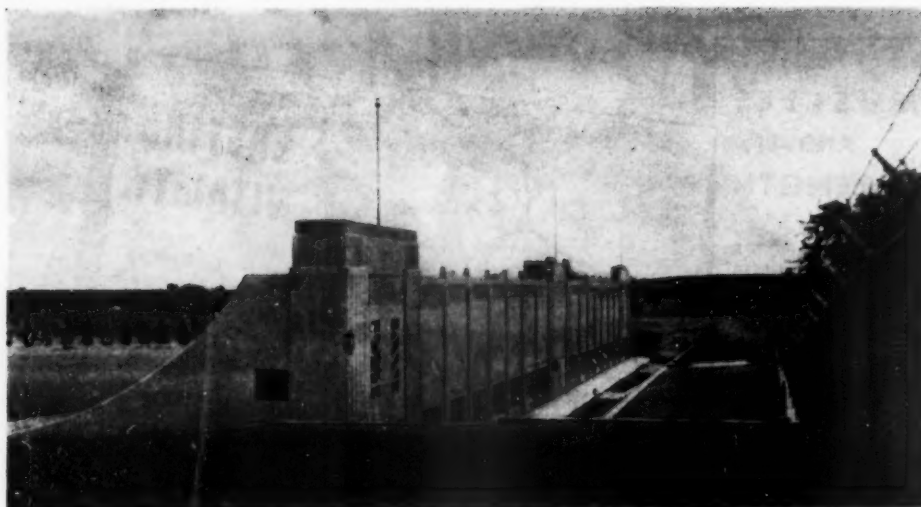
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The Hanger Stadium, Eastern Kentucky State Teachers College, Richmond, Kentucky

Stadium Construction

*By Thomas E. McDonough
and
E. R. Sifert*

EVER since the first football game was played on Rutgers' field in 1868, seating facilities at football games have been a problem in most of our schools and colleges. Many of our large universities have solved this problem by constructing gigantic bowls, ovals or double deck structures.

One of the first of these huge structures, a concrete grandstand seating 9,100, was built in 1903 for the St. Louis Exposition and donated to Washington University following the closing of the fair. Since that time many colleges and universities have constructed permanent concrete stadia, over half of them having seating capacities in excess of 20,000.

The design of these structures follows five general types — bowls, horseshoes, ovals, crescents and side stands. Ovals, crescents and stands with curved sides, while based on scientific design principles and very pleasing to the eye are often more expensive to erect than rectangular shaped structures. Clement C. Williams, Professor of Civil Engineering at the University of Illinois, in an article on stadia design, states, "The advantages of improved vision (which are more psychological than real) claimed for curved sides, do not appear to compensate for the added expense of construction involved."

Many high schools and the smaller colleges, with more limited finances, have not been able to erect these types of structures and in many cases still retain their tem-

porary stands and bleachers. A number of these schools, however, are spreading the cost of stadium construction over a period of years by building small permanent stands and adding to them as funds become available. The partially completed stadium of the Proviso High School, one of the larger high schools in the Chicago metropolitan area, is typical of this type of construction.

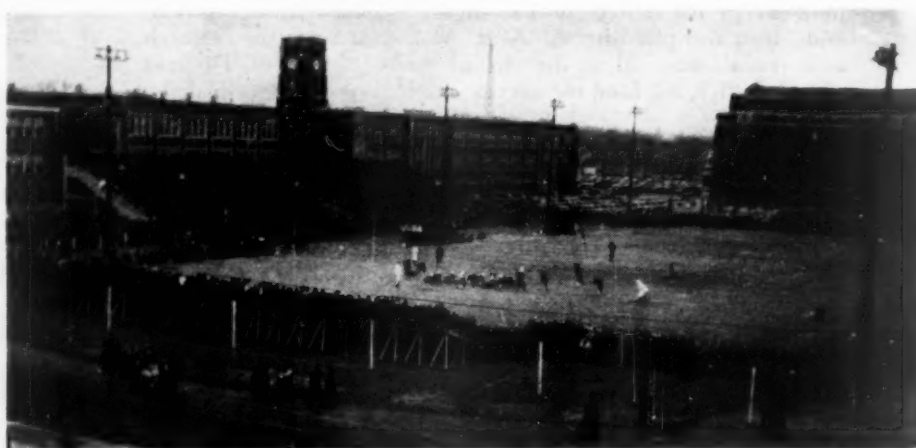
More Than A Stadium

*Thos. E. McDonough, Chairman
Division of Health and Physical Education
Eastern Kentucky State Teachers College
Richmond, Kentucky*

A FEW years ago our college was confronted with the problem of a growing interest in football. This added interest and larger crowds created a need for more desirable seating accommodations. A hypothetical situation was set up, future growth of the college; possible drawing of spectators from the surrounding territory;

the probable future of football in our school; and many other factors were discussed and weighed. After due consideration it was decided to build a stadium, but more than that, a building which would include features and facilities serviceable the year around. The plans were placed before P.W.A. officials who allowed a direct grant. Alumni, students, and citizens were solicited and asked to contribute sacks and barrels of cement. Construction was started immediately and in the fall of 1936, the Hanger Stadium was dedicated. The total cost of the structure including equipment was \$50,000.00.

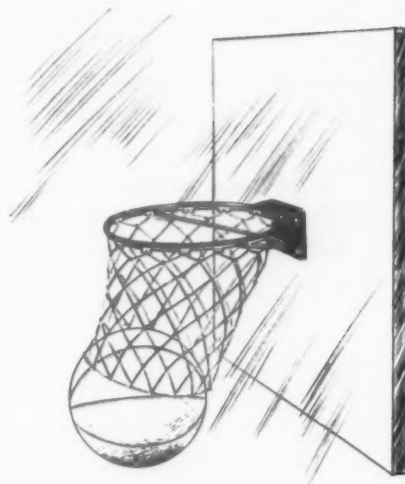
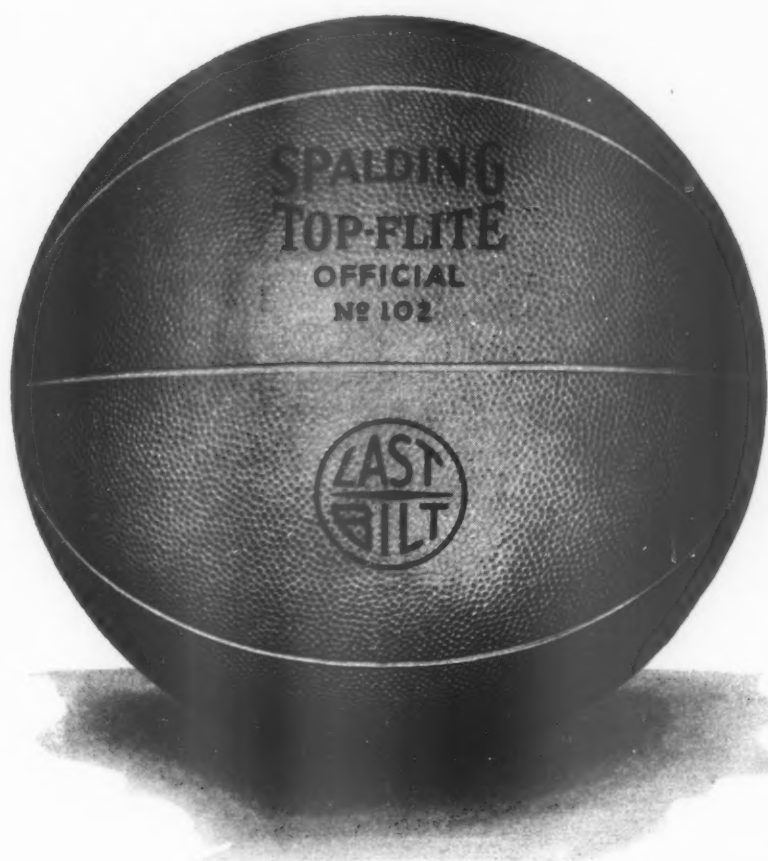
The stadium is of reinforced concrete construction with a seating capacity of 5,000 spectators. There are no blind spots due to the special concave form of construction. A modern press box seating twenty persons is equipped with all appointments including telephone and telegraph lines and loud speaking equipment. Direct telephone communication from the press box to the players' bench is also an added feature. Exits at both ends and



Proviso Township High School, Maywood, Illinois

MANY stadia have been constructed through the summer and more are planned for the year. The suggestions in this article for the use of all available space will be of value at this time to those whose stadia are nearing completion.

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two ramps which lead under the structure to the foyer make it possible for a capacity crowd to leave in less than five minutes.

Athletic Facilities

Under the stadium at the west end the following rooms are available for the use of all athletic teams: The varsity locker room has 900 square feet of floor space, is well lighted and ventilated and contains fifty lockers 12"x15"x60". The freshman and visiting team locker room has 800 square feet of floor space, is well lighted and ventilated and contains forty lockers 12"x15"x60". The first aid room has 250 square feet of floor space and is equipped with modern therapeutic and training accessories. The equipment room has 600 square feet of floor space, is well ventilated and has openings into each locker room for the purpose of dispensing towels and athletic equipment. A shower room with six shower heads, a wash basin, drinking fountain, and two toilets adjoin each locker room. Drying rooms containing racks on rollers and special drying equipment also adjoin each locker room. An office over the varsity locker room completes this unit.

Foyer

The foyer is an enclosed area under the middle of the stadium 125'x35' and is adjoined by men's and women's rest rooms. This area is used as a large classroom by the R.O.T.C., and includes a pistol range and a place for four "French Seventy Fives." During the summer months this same space is the rehearsal room for the Stephens Collins Foster Music Camp.

Dormitory Unit

The east end under the stadium contains the following rooms: Five study rooms with accommodations (wardrobes, chairs, table, etc.) for five boys each. One large room 60'x20' used as an open dormitory. This unit is equipped with ten double-decked beds and has ample light and ventilation from two sides. A small lounging room 25'x12' adjoins the hall leading to the study rooms. A lavatory, serviced with wash basins, drinking fountain, toilets, and shower rooms, completes the dormitory unit.

All ceilings in the structure are nine feet in height. The entire plant is steam heated from the college central heating plant. Hot water is heated by steam or gas. All walls and partitions are made of a cream colored tile.

A year has passed and a structure which ordinarily would be utilized five or six days during the year was used twenty-four hours a day for forty weeks. It has been used successfully as a dormitory, affords locker room space for football, baseball, track, tennis, and golf teams and dur-

ing the past summer served as shelter and a practice area for a music camp.

The stadium has proven satisfactory to all concerned and it is the consensus of many people that, if football as a sport should ever make its demise as college baseball has in the past, this structure will nevertheless prove itself serviceable in the attainment of other ends.

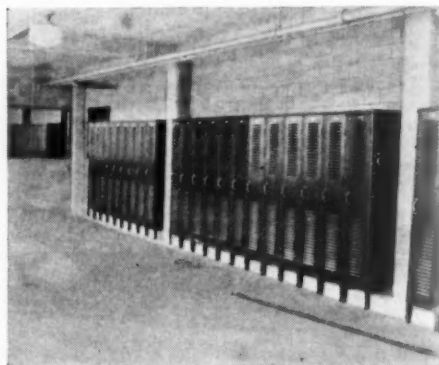
The Proviso Township High School Stadium

By E. R. Sifert

Principal, Proviso High School

IN 1932 the Proviso Township High School Board of Education decided to replace the old wooden football bleachers with a modern concrete stadium. Since funds were not available at the time to erect as large a stadium as the school required, plans were adopted for one which could be built in units. The first section of this structure, which has a seating capacity of 2,000, was opened for the 1934 football season. Since this time an average of 20,000 persons per year have been seated in the concrete section alone. The wooden bleachers on the other side of the field and on the ends of the concrete stand were retained to absorb the overflow from the concrete stands which in some cases has run as high as 7,500 persons.

The completed section of the stadium is 184 feet long and 16 rows high, constructed entirely of reinforced concrete. A tunnel 16 feet wide through the center of the stands provides easy access to the center sections, while 6-foot walks at the top and bottom and side entrances facilitate the emptying of the stands after a game. The seats are placed on steps 30 inches wide and 14 inches high. These are both higher and wider than normal and provide more foot room and a much greater sight distance than the corresponding seats in the average university stadium, which have steps 25 to 27 inches wide and sight clearances of from 7 to 12 inches. The seats proper are composed of 2x10 fir planks,



Freshman Locker Room
Eastern Kentucky State Teachers College

THE ATHLETIC JOURNAL



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IT'S THE NEW Reach Sta-Tru "Last-Bilt" basket ball with CHANNEL SEAMS! And this new star is a lucky one for *you*. For by adding Channel Seams to the sturdy "Last-Bilt" construction, Reach gives you a ball that has:

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A. J. REACH, WRIGHT & DITSON
ATHLETIC EQUIPMENT

raised 4 inches above the concrete step by means of metal brackets which fasten to the concrete steps with expansion bolts. Placing the edge of the seats several inches in front of the face of the concrete step permits the spectators to assume a comfortable position. A seat width of 18 inches was used in computing the seating capacity of the stand. This compares favorably with the seat widths in large university stadia which vary from 17 to 19 inches.

The space underneath the stands is at present used only for concession purposes. Plans have been approved and the money allocated, however, for the installation of toilet facilities for the spectators and shower and locker rooms for both home and visiting teams. These will occupy the full width of the structure and extend 28 feet back from the rear face. The remaining 14 feet under the toe of the stands will be utilized for storage purposes.

The cost of erecting the stands was

borne jointly by the school board and the Federal Government, the latter furnishing the unskilled labor from the relief rolls. Construction costs, although raised due to regulations which prohibited the use of any construction equipment other than a concrete mixer, were still very reasonable. The direct cost to the Proviso High School was only \$6,152.80; the balance of the cost of the project was borne by the Federal Government. The costs of similar stands,

(Continued on page 39)

Basketball Ethics for Coaches

THE Coaching Ethics Committee of the National Association of Basketball Coaches, in starting a national drive this fall to promote better sportsmanship on the part of coaches, players and spectators makes the following suggestions:

1. Instruct your players according to the letter and spirit of the rules.

2. Insist that your players do not question the judgment decisions of a referee. In disputes covering misinterpretation of rules have your captain call time-out and discuss in a gentlemanly manner with the referee the situation, in so far as the rules cover it.

3. Treat the visiting team coach with the same friendly attitude that you would hope for, when your team plays on an opponent's court.

4. Secure honest and capable officials, preferably members of the National Association of Approved Basketball Officials. Do not attempt to intimidate them or talk to them prior to the contest regarding the faults of your opponents. It is advisable to stay away from the officials before the game and between the halves. There is no one more vitally interested in having a well-officiated game than the official himself. A basketball official is called upon to make many judgment decisions and occasionally he will make mistakes. Usually, however, the average official does not make the number of mistakes that the average coach or player is guilty of during the course of a game.

5. The Coaching Ethics Committee of the National Association of Basketball Coaches intends making a national drive to improve spectator sportsmanship. From the reports of our predecessors on this committee, we find that the attitude of the coach on the bench either encourages good spectator and player sportsmanship or throws fuel on the fire of poor sportsmanship which the National Basketball Coaches Association is attempting to eliminate. If the coach is in the habit of making uncomplimentary gestures every time the official calls a foul on one of his players, then you can be assured that the partisans of his team will break loose in their loud disapproval of the decision. This

***T**HE National Association of Basketball Coaches through their Coaching Ethics Committee, with John J. Gallagher of Niagara University as Chairman, are to be commended on their attempt to promote better sportsmanship on the part of coaches, players and spectators in the game of basketball. It is to be hoped that every basketball coach will carefully read the suggestions made by this committee and assume the responsibility of improving the sportsmanship at games in his institution and community.*

condition sometimes leads to worse situations on the court as spectators exercise a tremendous influence in determining the sportsmanship attitude or the lack of it among the contestants.

6. The coach should make efforts prior to the opening of the season to encourage good spectator sportsmanship. This may be accomplished if the coach would request the college dean or the high school principal for permission to address one of the school assemblies prior to the opening of the basketball schedule. Notices in the school's weekly publication before the season opens is another means, especially in large universities where it is impossible to contact directly all the students. Similar publicity in the local newspapers may help educate local fans who are not connected with the institution. The coach should stress the fact that it is unethical, unsportsmanlike, and ungentlemanly for a student or spectator to express disapproval in a vociferous manner of the decisions of an official. The coach also should encourage students and spectators to regard the opposing team's players as friendly rivals, who happen to be guests of the institution, and not as hated opponents. Making disconcerting noises when an opposing player is attempting a free throw and booing an opponent are the principal faults in unsportsmanlike conduct. It is advisable for coaches to seek the co-operation of other members of the faculty in helping promote good sportsmanship among the student body. A brief comment in a class or group by a teacher or professor, not directly connected with the

athletic association, may help students show good sportsmanship within their own school. Conduct at basketball games, as well as at other athletic activities, actually is the school's course in sportsmanship.

7. Instill in your players that, in a competitive sport like basketball, it is necessary for a boy or young man to mobilize frequently, during the course of a game, all the skill, intelligence and courage that he possesses; to do this when opposed by competent opponents endowed with similar ability and purpose; to do this with a spirit of genuine sportsmanship that will not permit him to stoop to that which is base and mean in order to secure some advantage over his opponent.

8. A few natural rival basketball games among various school and university teams are not scheduled because the athletic authorities feel that the conduct of partisan spectators would constitute such a nuisance, and possibly such a disturbance, that such games are not arranged.

9. Emphasize to your players that, when any of them descends to unsportsmanlike conduct or action during the course of a basketball game, he injures hundreds of persons other than himself. Each player is a representative of his institution. If he violates the principles of good sportsmanship, he brings disgrace upon the institution and upon the entire student body.

10. Basketball is a sport that was originated in an educational institution. Since its humble beginning, the game has been administered principally by basketball authorities associated with educational institutions. The popularity of the game has become so widespread that it now embraces numerous types of leagues. The leaders of this latter group look to the school and college division for the sportsmanship traditions of the game. Let us resolve that we shall set a good example by regarding it as a duty to teach and encourage good sportsmanship among our players and the other members of the student body, but what is equally and perhaps more important let us regard it as an obligation to practice the ideal principles of good sportsmanship ourselves.

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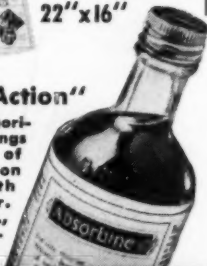
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Relay-Shift Huddle

A New Signal Calling System for High School Football

By L. L. Bing Miller

Henderson, North Carolina, High School

COACHES have long felt the need for a new signal-giving system for high school football. There were the days when the quarterback on the team had to have as a primary qualification the loudest, clearest, and most commanding voice of any one on the squad. Sometimes he did not have the most football sense but he did as an absolute necessity have to possess a great voice. This system had very obvious defects and was abandoned. Crowds yelling at games (in high school they would be standing very near the sidelines) would drown out his voice and the players could not hear him. If they did hear him they had to be a mathematician to figure out where the play was going. The system was too complicated for high school players to understand much less remember.

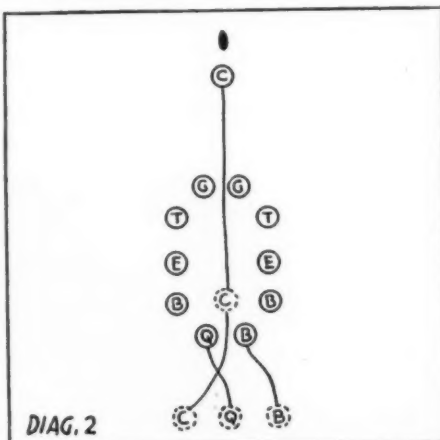
A change from that type of signal to a less complicated and more practicable one came into universal usage. It is the huddle system that is being used by most secondary schools and colleges today. To my mind it has more disadvantages than the former method. The faults are hard to enumerate. We find the players jammed up together and everyone talking at the same time. You can say what you please but high school players will talk at a time when it is most essential that they remain quiet. Many times we find that all of them want to run the team. All have found a weakness in the opponent's defense and are over-anxious to tell the quarterback about it. They suggest all kinds of plays; backs beg to let them carry the ball. "Run my play" is frequently heard. In general, the present huddle as it is used in many high schools is a bedlam—a quarterback's greatest handicap to clear thinking and level-headed generalship.

Most of us, I am sure, have witnessed high school games where frequent "checks"

could be heard all over the field. You have observed also players asking their playing mate what the signal was while they were on their way back to their positions. They did not hear the signal when the quarterback gave it to them; they were tying a shoe string, helmet strap, or were looking at the fellow that they just blocked to see if he were still there. Frequent misunderstanding of plays have resulted. Games have been lost; players have been injured because of this.

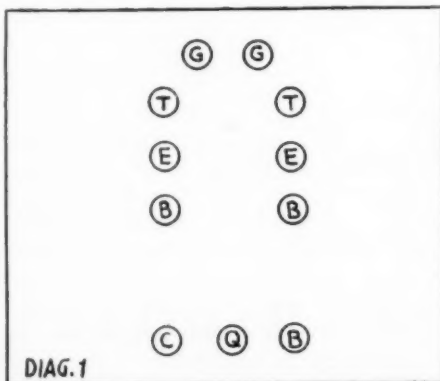
If you study the diagrams in this article you will observe that the objectives of the relay-shift huddle are:

1. To get the quarterback out of the huddle.
2. To let members of the team talk all they please while in the huddle.
3. To prevent misunderstanding of plays.
4. To allow suggestions to be relayed to the quarterback and other members of the team by one man and not by a group all talking at the same time.
5. To shield backfield men from the defensive team.
6. To be able to run a play before the defense gets set.



7. To add to the color of the game by installing a certain amount of simple regimentation. Football fans like this and certainly the players are pleased with it.

The guards, for psychological and practical reasons are placed together. The tackles and ends stand face to face. Two backs are left in the huddle. While the quarterback, the center, and perhaps the alternate quarterback are back getting the next play the linemen in the huddle may talk all they please. The center brings the play back to the huddle. They see him coming and usually his signal for

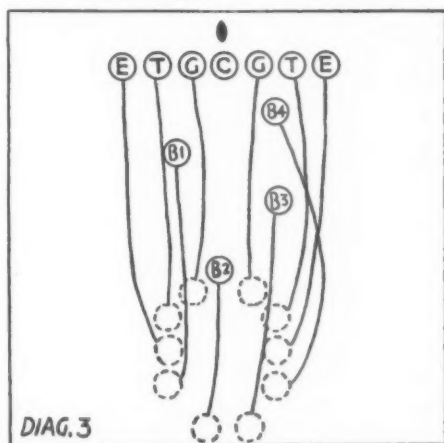


quiet is unnecessary. The center is the logical man to relay the signal. (See Diagram 1.)

After the center has the play from the quarterback he takes three steps forward which places him at the center of the prongs of the horseshoe-shaped huddle. He gives the signal for quiet, the signal for the next play and then moves on down and gets over the ball. By this time the backs have come up into the huddle. The quarterback gives a signal to leave. The linemen leave their positions in the huddle standing up and close together. The backs are down now in a low position. They go to their positions in a criss-cross fashion. If the play is to be run from a balanced line the quarterback yells "signals" and the play is off; if from an unbalanced line the linemen shift on "signals." This will throw the defense off-side many times. The linemen should be shifted and ready to go on a count of three. There is no stop in the continuity of this shift. It is a continuous motion. (See Diagram 2.)

The preceding paragraph explains the way in which the linemen come out of the huddle. The backs will go to B1, B2, etc., depending upon what position they are going to play. It is impossible for high school players to play one position the entire game. (See Diagram 3.)

Backs may criss-cross depending upon what position they are going to play.



The Newly Organized Basketball Association in Texas

A REPORT comes from Paul Taliaferro of Winfield, Texas, regarding the newly organized basketball coaches' association in that state. A representative from each of the eight league regions, into which the state is divided, and one from each of the four largest cities, Dallas, Houston, San Antonio and Fort Worth, make up the Board of Directors.

One object of the new association is to increase interest in basketball in the state by producing better teams.

for SEPTEMBER, 1938



Year in year out, sport in and sport out, the teams that win are always the teams that are *ace perfect in the fundamentals*. In football: a perfect rhythm of ball carrying, simple, straightforward blocking, clean hard tackles, sure ball handling; in basketball: clever offense and clean passing, accurate floor and foul shooting, fast, sure defense work; in baseball: no-error fielding, real batting averages, the technique of running bases.

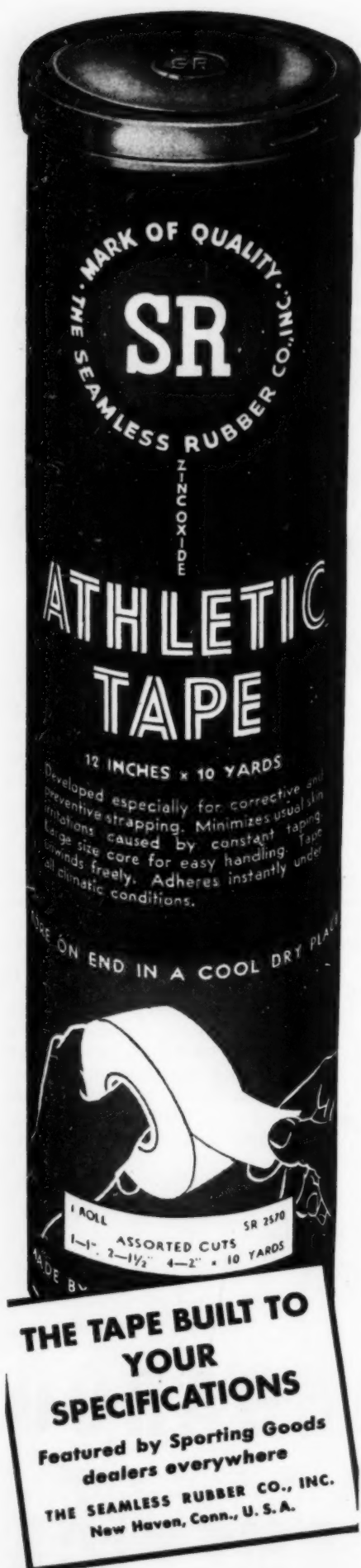
THE fundamental for every sport is FOOTWORK: power of movement, nimble feinting, split second speed. Footwear of genuine Kangaroo is the equipment for this. 17% stronger than any other leather, shoes of Kangaroo breed confidence, are SAFE, will stand up under the gruelling jerks and wrenches of championship play, keep the best players in A-No. 1 condition. 14% lighter at any given strength than the next best leather, soft and pliable, shoes of Kangaroo add wings to the feet, bring out all the subtlety and speed a boy or man has in him.



KANGAROO

TANNED IN

AMERICA



The Texas Interscholastic League has sponsored a state championship tournament at the University of Texas since 1921. The same rules of player eligibility, as are used in football, apply in basketball. All schools, however, compete in the same class in basketball.

The Texas Basketball Coaches' Association held its first coaching school and clinic this summer at North Texas State Teachers College in Denton. Clifford Wells, who served as the first president of the Indiana Basketball Coaches' Association and is now the president of the high school division of the National Basketball Coaches' Association, was chosen to direct the school.

Chuck Taylor presented an instructional film, demonstrating individual play and

showed a number of motion picture reels, including games in the Denver A.A.U. meet and the Kansas City National College Tournament.

Coach Pete Shands' North Texas Eagles, champion eagles of the Lone Star Conference, were used by Mr. Wells to demonstrate his drills, plays and techniques. Coach Howard Kitchen and his state high school champions of Woodrow Wilson High in Dallas gave a demonstration of the drills and plays used during the 1938 season.

The interest shown in the organization of the new association and the increasing number of gymnasiums now being built in the state predict for basketball the same enviable record that Texas football enjoys.

The Co-ordination of Intramurals and Interscholastic Athletics

By C. D. Ellsbury
High School, Connerville, Indiana

THERE has been much discussion in recent years about athletics in the junior and senior high schools. One of the controversial topics concerns the proper relative emphasis to be placed on intra- and interschool athletics.

The following questions are typical of many discussions;

1. Should more students take an active part in school athletics?
2. Are school athletic programs too heavy with the interscholastic phase?
3. Is the intramural side being neglected?
4. Is the coach compelled to devote too much of his service to the physically gifted and not enough to the non-gifted mass?
5. Is the intense desire to beat the rival town defeating the objective of good sportsmanship?
6. Does the intramural contest develop the spirit of fair play and other virtues more effectively than the interschool game?
7. Would it be advisable to balance the two programs in an effort to eliminate certain existing undesirable conditions?
8. Can the two programs be dovetailed into a single interdependent program for mutual benefit?
9. Can anything be done to take the wolves off the trail of the coach?

Without doubt more students should actively participate in our school athletics. The suggestions in the following paragraphs may prove helpful in gaining this objective.

I believe that the athletic programs in our schools are too heavy with the interschool phase in most places. An interesting survey would be to determine the number of man-hours (coaches, teachers, students, players, janitors, bus drivers,

etc.) spent on the interschool side of the ledger as contrasted with the intramurals. Another item of interest would be a comparison of the money expended. I believe that such a survey would prove that both the man-hour and financial expenditures are being spent overwhelmingly in favor of the interscholastic side of the picture. Of course the item of receipts that the interschool games bring in is of importance. But I am inclined to believe that much, if not all, of the profit that is made by the money-making sport (basketball in Indiana) is usually used up by the non-profit sports as baseball, tennis, track, and in some localities football. In many cases where the interschool games show a net profit, the money goes to finance other projects that rightfully should be financed by the school's city.

Generally, I believe that the intraschool athletics are neglected. The coaches do not spend so much time and energy developing the non-gifted students as they should. The mass of the student body does not get to participate in organized, school-supervised contests as much as it should. The coaches are compelled to spend too much of their time and energy on the varsity teams simply because they must put out winning teams or lose their jobs. This is a pathetic truth in many instances.

The intense rivalries that have been developed between neighboring towns are causes for alarm. This is true in many localities and in several branches of sports. One can see preachers, school superintendents and other exemplifiers of high ideals revert to primitive conduct in the heat of excitement at the bitter contests. I have heard members of the professions, mentioned above, demand the scalp of the referee and of the opposing coach, player

or fan. I have seen practices of vandalism occurring between rival towns. These things are most certainly not developers of good sportsmanship.

I think that the intramural phase of athletics does more to attain the desired objectives of good citizenship than does the interschool. The demand to win at any cost is too great in the interschool games, whereas the intragames are played more for pure desire to play rather than to beat someone. However, both phases of athletics are certainly positive aids in the physical and mental development of the youth.

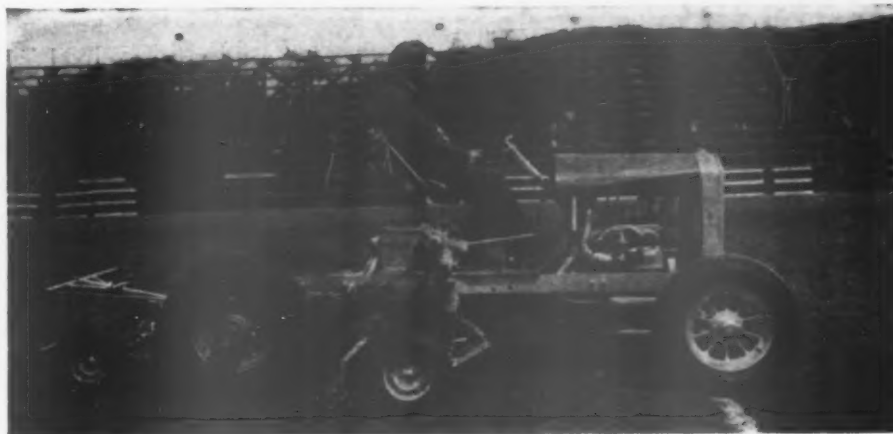
The two phases of athletics should be more evenly balanced. We must put across to the fans the idea that it is better to build character than merely to win games. We must educate the public to the idea that the coach wants to be a teacher rather than a driver of boys. The patrons of the school should be taught the wholesome results of an intramural program. The daily newspapers gladly publicize the activities of the school. Give the intramurals more write-ups in the paper. The interest that a sport draws is largely determined by the amount of publicity it gets. Get the people to come to see the intraschool games. And after an intensive educational and sales campaign, I believe that a majority of the population will agree that a little less emphasis on the varsity and a little more on the intraschool games is the proper thing.

If the intramurals can be developed to the point where they draw a good attendance and the people become interested in the regularly scheduled contests, I believe that the intense desire to whip the rival town will gradually fade. I further believe that the huge, unfair responsibility of the coach to put out a winner at any price will diminish.

Am I advocating the abolition of the interschool games? Emphatically No! They have their place and always will have. I believe that the two phases can be dove-tailed into a mutually beneficial interdependent program. They most certainly should not be antagonistic to each other.

An attempt should be made to conduct the two programs concurrently. For instance, during the basketball months the director should make it clear that the two phases are to be interdependent to the extent that players on a home room team, who proved their ability could be promoted to one of the varsity teams. In fact the coach could use the intramural basketball games during October as a basis for some of his "A" team selections in November when the regular season begins. And this plan could be carried through in other sports, making one of the objectives of the intramural program the building of material for the varsity teams.

I would like to outline briefly a con-



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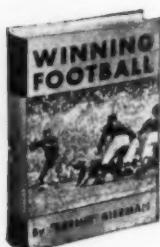
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servative interdependent athletic program.

I. September and October.

A. Interschool Athletics.

1. Senior High.

a. Varsity Football.

1. Two practices weekly. (Assuming that material was developed the previous season.)

2. Six games per season.

2. Junior High football.

a. Teach fundamentals.

b. One practice weekly.

c. One or two games per season.

B. Intramurals.

1. Junior and Senior High.

a. Touch football.

b. Tennis.

c. Basketball. (October)

d. Table tennis.

e. Playground baseball.

f. Volleyball.

g. Speedball.

II. November, December, January, February, Middle of March.

A. Interschool.

1. Senior High.

a. Basketball.

1. Three practices weekly.

2. Eighteen games per season.

3. Two tournaments.

b. Table tennis. (This sport should be encouraged as an interschool contest.)

1. One match per week. (Twenty matches.)

2. Junior High.

a. Basketball.

1. Two practices weekly.

2. Twelve games per season.

3. One tournament.

b. Table tennis. (Youngsters get quite proficient in this game.)

1. Twelve matches per season.

B. Intramurals.

1. Junior and Senior High.

a. Basketball leagues.

b. Volleyball leagues.

c. Table tennis leagues.

III. March, April and May. (Intramurals predominant.)

A. Interschool.

1. High School.

a. Baseball.

1. Six games.

2. Two practices weekly.

b. Track.

1. Four meets.

2. State meets.

c. Tennis.

1. Four meets.

2. Two practices weekly.

d. Golf. (If course is available.)

1. Four matches.

2. Two practices weekly.

3. State meet.

B. Intramurals.

1. Junior and Senior High.

a. Baseball.

b. Softball.

c. Track.

d. Tennis.

e. Spring football. (Serves to develop material for varsity.)

f. Table tennis.

g. Speedball.

Training Habits of High School Boys

By Glenn Holmes

High School, Oak Park, Illinois

THE writer has felt for some time that the problem of smoking, drinking, and late hours among high school athletes is an important one. Many of us feel that we should teach boys things of a moral nature as well as the fundamentals and skills of the sport itself. In order to get the opinion of other high school coaches on the subject, a questionnaire was sent to eighty-five prominent high schools throughout the country. The questions, answers, and comments follow:

1. Is smoking among boys in your school a problem in athletics?

Yes—47%. No—53%.



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Coach's Comments

1. I had forty-five boys on the team and none smoked.
 2. A great many non-athletes smoke but no athletes.
 3. There is more smoking in the whole school than a few years ago.
2. Is drinking among boys in your school a problem in athletics?
Yes—19%. No—81%.

Coach's Comment

1. There is practically no drinking among our high school boys.
3. Are late hours among boys in your school a problem in athletics?
Yes—53%. No—47%.

Coach's Comments

1. We had a little trouble this year.
 2. It is only a minor problem with us.
 3. Ours is a military school and all boys have to be in at 9:30 daily.
 4. Not a problem in general, but we do have some individual cases.
4. Do you permit athletes to smoke during the season of their sport?
Yes—4%. No—96%.

Coach's Comments

1. We discourage it.
 2. We do not allow it if we know it, but I am unable to follow forty of them home.
5. Do you permit athletes to drink during the season of their sport?
Yes—1%. No—99%.

Coach's Comment

1. It has never been an issue in twenty-five years of coaching.
6. Do you permit athletes to keep late hours during the season of their sport?
Yes—10%. No—90%.

Coach's Comments

1. We allow them to keep late hours only two nights following a game.
 2. We allow only Saturday night.
 3. We allow it occasionally over the week ends.
7. Do you permit athletes to smoke out of season?
Yes—41%. No—59%.

Coach's Comments

1. 7% said that they discouraged it.
2. One coach said that it was beyond his control.
3. Not if it is known.
4. Yes, but I advise against it.

8. Do you permit athletes to drink out of season?
Yes—19%. No—81%.

Coach's Comments

1. 9% said that they discouraged it.
 2. We have no contact with the boys out of season.
 3. It is beyond our control.
 4. We have no regulations.
9. As a coach are you interested in whether they smoke or drink out of season?
Yes—99%. No—1%.

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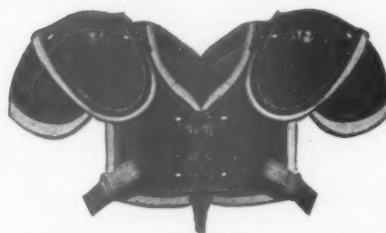
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KURT W. LENSER
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10. Do you permit any boy in your school to smoke on the school grounds?
Yes—10%. No—90%.

Coach's Comments

1. 12% said that there was no smoking two blocks from school.
2. 9% said that there was no smoking one block from school.
3. 3% said that there was no smoking in the neighborhood of the school.
11. What disciplinary action is taken if a boy in athletics smokes?

Coach's Comments

1. 43% said that they removed the boys from the squad.
 2. 32% said that the boy was first talked to and on the second offense was removed from the squad.
 3. Removed by a committee of team mates.
 4. He sacrifices all awards given at the end of the year.
 5. Several quarters are taken away from his letter requirement.
 6. He is allowed to practice but is allowed no competition for two weeks.
 7. Allowed to practice but he sits on the bench during the games.
 8. It has never been a problem in our school.
- What disciplinary action is taken if he drinks?

Coach's Comments

1. 59% said that boy was removed from the squad.
2. 15% said that the boy was confidentially talked to and if the offense was repeated, he was removed from the squad.
3. 9% said that it was no problem in their school.
4. The boy was dropped from squad and then the boy and his parents were called in, in order that he may be re-instated.
5. Removed by committee of team mates.
6. The boy is given extra work to do, then suspended if the offense is repeated.

I believe that the only conclusions to be drawn from the above study is that each coach in his respective community has to face his own problems. There appears to be no uniformity on the questions, mentioned above, and the treatment of the conditions varies greatly with individual coaches.

We all know that proper physical condition is a vital factor in producing good teams. It would seem then, that coaches might spend more time in the study of proper methods of handling important training problems. Proper morale plays an important part in good teams and fine physical condition plays an important part in good morale.

The National Athletic Trainers' Association

THE nationally known trainer, Ollie J. DeVictor, now at the University of Missouri, a regional director of the National Athletic Trainers' Association, this month urges the trainers of colleges, universities and high schools over the nation to become members of the recently organized Trainers' Association. Mr. DeVictor, who has trained outstanding football teams since 1911, including Pennsylvania State, Pittsburgh and Washington, sums up the purpose and aims of the new organization as follows:

1. To serve more capably the institutions in which we are employed.
2. To improve our profession by exchanging ideas among ourselves and to work in harmony and mutual respect.
3. Insofar as possible, to standardize our work.
4. To pledge ourselves to study and research so that each year we may bring to the attention of others any knowledge that may work to the good of our profession.

All qualified trainers are cordially invited to join the organization. For specific qualifications and application blanks, trainers are invited to communicate with Mr. William Frey, Secretary and Treasurer, National Athletic Trainers' Association, University of Iowa, Iowa City, Iowa.

Stadium Construction

(Continued from page 30)

built under private contracts, have varied between \$6.00 and \$10.00 per seat, depending on the architectural treatment. The Rockford, Illinois, stadium, which seats 4,100, was erected for \$30,000, including grading and fencing.

The stadium of the Scott High School of Toledo, Ohio, a concrete structure seating 12,600, was erected for only \$80,000. Gross receipts from this field were large enough to retire the bond issue by which it was financed, within five years.

Maintenance costs for the Proviso stadium have been almost negligible, the structure itself having required the application of only two gallons of joint filler in the expansion joints during the past three years.

While the Proviso stadium may be larger than that required by some schools, the same system may be followed using smaller units. Lower stands may be erected if desired and additional sections erected in the rear at a later date to bring them to the required height. In any case, regardless of size, the installation of safer and more comfortable permanent structures will increase the attendance at home games.

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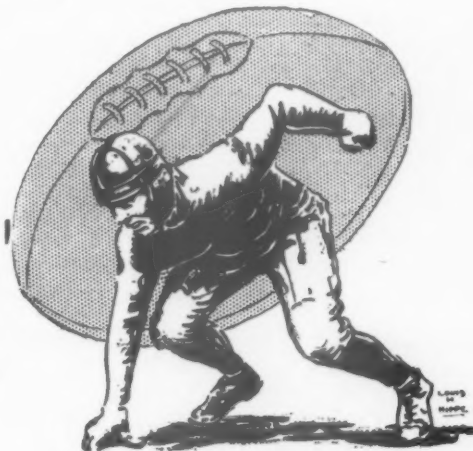
—the athlete is back on the job, limbering up for the fall sports.

The first games of the season, however, have often a painful aftermath, producing—

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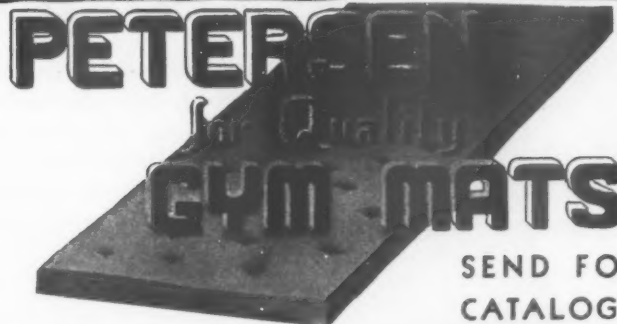
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A recent survey* of high school night football attests to the success of floodlighted interscholastic sports. Figures in this survey reveal that attendance increases at night games range from 50 to 500%. Players enjoy playing "under the lights" . . . games are more spectacular . . . crowds are larger . . . and school activities become an integral part of the community life.

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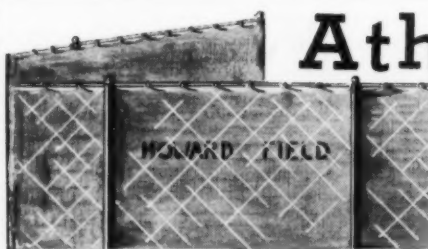
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**From a survey of night football recently conducted in Alabama.*

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Comments on the Changes in the 1938 Basketball Rules

(Continued from page 19)

court. The first team to score two points in the first overtime period, wins the game. If neither team scores two points, but if one team has scored one point by the end of the three-minute overtime period that team wins the game. If neither team scores in the first overtime period, additional periods may be played under the same conditions. In Indiana we had two high schools that played seven overtime periods in our state tournament eliminations. This caused our Indiana High School Athletic Association to adopt the rule of shooting free throws after two overtime periods have failed to decide the game. Each boy is given one free throw and the team making the most out of five wins.

The sixth change specifies that all jump balls must take place at least six feet from the nearest boundary line; that is, the jump-ball rule applied to the side lines last year now applies also to the end lines.

The seventh change reads that the rule which forbids a player from being in his free-throw lane for more than three seconds is not to apply to a player who is in the half of his free-throw circle nearer the center, provided he does not have possession of the ball. In other words, a player without the ball may stand in the outer half of his free-throw circle indefinitely, but as soon as he gets the ball, he is subject to the three-second rule. If he is touching the free-throw line he is not in the outer half of the circle.

The next change also tends to take the strenuousness out of the game for players by allowing teams to take five charged time-out periods; the players are to be notified by an official when they have taken their fifth time-out. Additional time-outs may be taken at the expense of a technical foul for each time-out, and these may be taken even though there is no emergency or no injury. Failure of an official to notify a team that it has taken its fifth time-out does not prevent calling a foul if a sixth time-out is taken.

Change number nine states that, if a player in possession of the ball is touching or straddling the division line, he is to be considered in the back court, regardless of the direction from which the ball comes to him. If he dribbles the ball from the back court, the ten-seconds count continues as long as he is touching the floor on or behind the line. If he dribbles the ball from the front court, he is considered to be in the back court as soon as he touches or straddles the line, just as last year. If he receives a pass while touching or straddling the line, the foregoing applies in the same way. Under this new ruling there is one fact to bear in mind: *On the line* is in the

back court. This is a good clarification as the old rule was not clear.

The last change reads that, if the ball is in the air on a try for goal when the signal sounds to end a period, subsequent touching of the ball by a team mate of the thrower nullifies the goal, but if such touching is done by a defensive player, the goal counts if made.

A Survey of Night Football in Alabama

(Continued from page 19)

satisfied with our set-up and would not think of changing back to afternoon games. Our football program absolutely does not interfere with school work at all."

"Night playing has saved minor league baseball as well as high school football."

"We would not sell our lights for twice their cost. Many people can see games at night who could not see day games. Attendance, spirit, and discipline are much better."

"It has improved our finances and made it some better for the operation of the school as it does not interfere with the day's work when the games are held at night."

"A lighted field makes a far better type of school management than afternoon playing since all matters can be attended to after school before game time at night. When we were playing in the afternoons, the game usually started about the time school closed and therefore caused some trouble and noise around the building. Since experiencing both afternoon and night playing, I would be willing now to borrow money for lighting my field in case I didn't have one."

"We have had a lighted field only one year and, therefore, my experience has been somewhat limited."

"The 1937 playing season here was unusually cold. We had our winter in the fall. But on the few good nights that we had, our attendance increased around 300 per cent."

It appears that night football is popular in Alabama. The number of schools playing the game at night has increased. Although the daylight game may still be preferred, those who administer athletics in many localities are giving consideration to those who support the school programs.

A SURVEY of night football in Kentucky will be published in the October issue. This study was made during the summer by Bernard E. Wilson of Crab Orchard, Kentucky. Eighty-two coaches made a special request of Mr. Wilson that the report be published so that they might receive a copy. The Athletic Journal is pleased to co-operate with Mr. Wilson in the distribution of his study.

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The Tetra Bandage

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Place-Kicking and Drop-Kicking

(Continued from page 22)

both as to position and form. As drop-kicking depends on perfect ball-handling, on a perfect drop and on exact timing of the foot with the drop, it is essential that the kicker maintain his best balance, and be natural in his movements. Some coaches advocate that the kicker receive and keep the ball as low as possible to the ground for his drop, reasoning that there is less chance of the drop being bad with the short distance that the ball must travel. This may be true, but there is greater chance for the fine relationship between the timing of the kick, the drop and the general balance of the kicker being upset, so that this method is not recommended unless it happens to be natural with the kicker at hand.

The kicker upon receiving the ball must learn, as the holder of a place kick must, to rotate the ball, so that he gets the lace in front. By practice he can attain so much speed in handling the ball that he can rotate the ball and get the proper hold on it while taking his steps for the kick.

The hold on the ball is very important. Any method which allows the kicker to control the ball consistently in getting it to the ground and foot is satisfactory. However, I think that there is an advantage in holding the ball with two hands. Personally, I like the right hand on the top right side of the ball, the left hand on the lower left, so that, as the ball drops, direction is given by both hands. Some drop-kickers press the ball down with the right hand a little. The accuracy of the drop is all-important, as the ball must hit the ground in a vertical plane with the proper tilt and at the exact distance out from the body.

No more than two steps should be used. The majority of drop-kickers use two steps, and again I recommend a slight hop in making the second step so that the kicker may get under the ball, and give better timing and force.

The eyes must be kept down on the ball. Raising the eyes probably accounts for more poor kicks than any other one thing. If the eye remains on the ball and the ball drops a small distance away from the designated spot, the kicker will naturally adjust the swing of his foot so as to hit the ball properly.

The follow-through should be straight through with as much pull eliminated as possible from the kicker's natural form.

Those are the fundamentals. They should be perfected by short, daily periods of practice. On the field, the practice may be accomplished in the warm-up period, and ten minutes should suffice. The kickers should be worked with centers as much as possible, and most of the practice

should be conducted close to the goal. When the kicker is consistent in form and accuracy, he should move back five yards at a time for each kick until he reaches his outside range, then move in close for a final kick to make sure that he will retain his original form, which might have been overlooked, as he was pressing for distance. Kickers should have frequent opportunity to kick under scrimmage conditions. This is not only beneficial to the kickers, but creates confidence in the whole team in the use of this weapon.

An important feature in the training of our drop-kickers has been the work that they have done in their rooms or off the practice field. If the boy spends five minutes a day catching, rotating and holding the ball in the proper position, dropping the ball and kicking it for short distances at a waste basket, placed on a chair or table, he attains speed and accuracy of ball-handling and dropping, and timing of his foot so that he consolidates his form into a habit, which will pay dividends when he is called upon to execute his specialty under moments of stress.

In both types of kicking, we have found the use of the kicking or box toe a considerable aid both as to accuracy and distance. Drop kicks with the instep are not recommended.

In conclusion, I believe that the next few seasons will see greater use of the place and drop kicks, for coaches are again realizing that here is a weapon which, developed at no cost to the other departments of the game, is capable of deciding many close games.

Individual Football Rating System

(Continued from page 14)

is thirty-six inches from the ground.

8. BLOCKING

One attempt at each block and points awarded accordingly.

9. TACKLING

Same as blocking.

10. ATTITUDE

No test is given. Points awarded from records of manager and general observation.

In the specialties, there is a possible 800 points of which 200 are required. In the essentials, 1200 points are possible and 800 points are required. To make the squad, one must make a total of 1000 points. After the squad is picked, the ones with the highest ratings start the games. Of course we must remember that of all the tackles on the squad the two with the best ratings are the starters, and so on, for each position. This keeps each player on his toes and makes for fairness, diligent practice and conscientious efforts.

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Suggestions for Unifying the High School Offense and Defense

(Continued from page 16)

the major concern is a terrific and low charge that forces the play whether a run or pass, and strips running plays for the secondary.

Constant practice on pass defense is necessary, regardless of which defense is used, the prime concern being to rush the passer and have the secondary play like outfielders, avoid being drawn out of position and play the ball entirely.

For linemen in the five-man line, a four-point stance is desirable from which the boy can charge high or low to either side with all of his drive. No other stance lends itself to the distinct rushing game nearly so well, and a small boy can develop a variety of charges from the stance that will often offset his disadvantage in size and weight.

Defensive and Offensive Formations in Six-Man Football

(Continued from page 13)

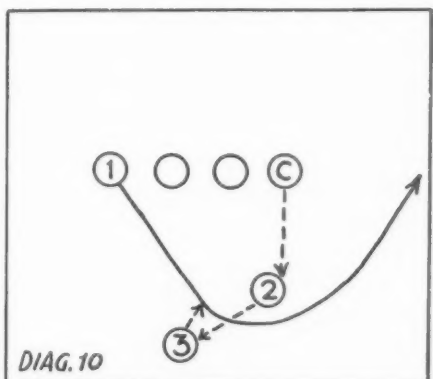
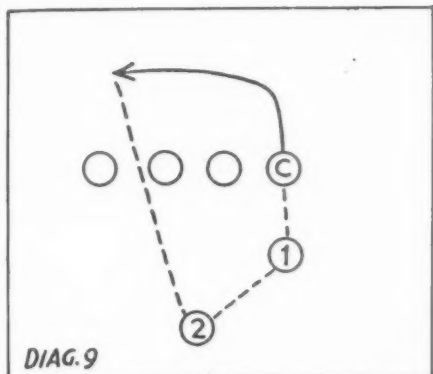
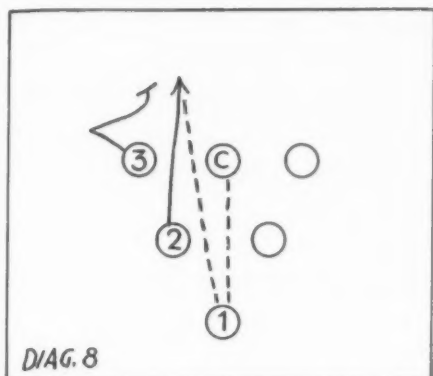
which 1 gets the ball and carries it back of his own end, then laterals to 2.

In Diagram 8, 1 passes to 2, who has gone out to the left. Three goes out as a decoy on this play, cutting in and blocking for 2. For a variation of this play, 2 may serve as the decoy and 3 may get the pass.

Diagram 9 shows a four-man line play with the center going out to get a forward pass from 2.

In the four-man line of Diagram 10, the center goes out as a pass decoy. Three, instead of passing, feeds the ball to 1, who

comes around from the end. Three takes the ball around the other end.



Strapping and Bandaging

(Continued from page 17)

the upper arm and over the shoulder, allowing each to overlap the preceding one until the shoulder is covered as shown in Figure 6.

The Thigh

For bruises and pulled or strained tendons and muscles in the upper leg, cold applications should be used first for an hour or two before the swelling starts then hot applications.

The exact spot of injury should be lo-

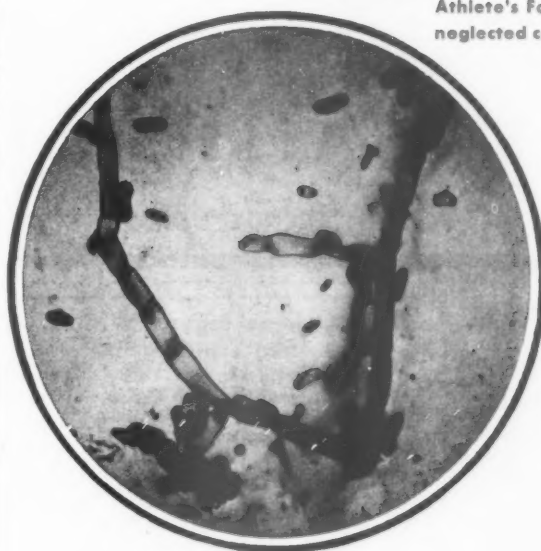
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ordinary case



Athlete's Foot:
neglected case



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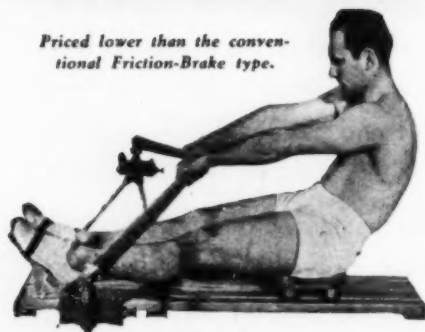
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cated by pressing for tenderness. Apply an elastic bandage *spirally* about the leg, starting it below the injury and extending it above. Apply with tension more tightly above and below the injury than on the injured part. Secure the edges of the bandage with two-inch adhesive tape.

In severe cases, use adhesive tape working from below the injury upward. Overlap the two-inch tape, as in the case of the bandage, but leave a gap of an inch in each strip.

The Notre Dame System in High School

(Continued from page 9)

his hands on his knees, directly behind, or slightly to the right of the right guard.

The right end takes his first step in a cross-over with the left foot. The second step is taken with the right foot to the right along the line of scrimmage. On the third count he lands in a three-point stance with his right hand on the ground. He will be about one and a half to two yards from his right tackle.

The left end takes his first step, a cross-over, with the left foot. It is really not a step at all. He just moves his left foot over in front of the right foot. On the second count he brings his left foot back into its former position. On the third count he jumps off to the left with his right foot and lands on the line of scrimmage in a three-point stance with his right hand down. He is about one to one and one-half yards from his left tackle.

The shift to the left is executed in exactly the same manner with the first step being taken with the opposite foot from that of the right shift. Care must be taken that the fullback does not shift too far to the side each time. The ends must be careful that they do not line up back of the line of scrimmage, when the shift has been completed.

Due to the over-shifting of the opponent's defense against the shift, the Notre Dame formation, with its balanced line, and the placement of the backs and ends is peculiarly adapted to spin plays to the weak side.

I have tried to explain the methods that I am using in coaching my own high school team. I can only hope that there may be some worthwhile suggestions. No system is perfect. No coach can hope to win all the time. In the final analysis, the type of material with which he has to work decides the issue of winning or losing championships. No coach enjoys losing games. And when that happens to me I am reminded of the words of the immortal Rockne: "Only one side can win. There isn't room at the top for everyone. Don't be over-ambitious. Merely do the best you can."

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